DOCUMENT RESUME

ED 239 035 CE 037 313

TITLE Instructional Strategies Grades 7-12. Career Development Assessment Series.
INSTITUTION Washtenaw Intermediate School District, Ann Arbor, Mich.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Office of Career Education.
PUB DATE 80
NOTE 238p.; For related documents, see CE 037 311-314.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Behavioral Objectives; Career Choice; *Career Development; Career Education; Career Planning; Classroom Techniques; *Decision Making; Decision Making Skills; Educational Needs; Educational Resources; Education Work Relationship; Employment Potential; Individual Development; Job Search Methods; Job Skills; *Learning Activities; Models; Occupational Aspiration; Secondary Education; Self Actualization; *Self Evaluation (Individuals); Sex Role; State Curriculum Guides; *Teaching Methods; Values Clarification; Vocational Interests
IDENTIFIERS *Michigan

ABSTRACT

As part of the career development curriculum materials for Michigan schools, this book contains 63 strategies (learning activities) for teachers to use in presenting various aspects of career development to students in grades 7-12. The strategies are organized around the four components of the Michigan career development model: self-awareness and assessment, career awareness and career exploration, decision making, and career planning and placement. The following information is provided for each activity: objective (as related to numbered performance objectives), areas in which the activity can be infused, group size, method of presentation, materials and resources (such as films) needed, and procedures for conducting the activity. Worksheets and/or handouts for students are supplied for some of the activities. The book also contains a list of the Michigan career development goals, subgoals, and performance objectives for the four components of the career development model. (KC)

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CAREER DEVELOPMENT ASSESSMENT SERIES

INSTRUCTIONAL STRATEGIES

GRADES 7 - 12

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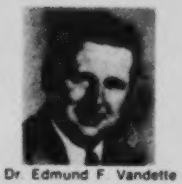

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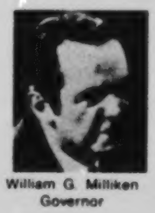

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CAREER DEVELOPMENT ASSESSMENT SERIES

INSTRUCTIONAL STRATEGIES

GRADES 7-12

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SPRING 1980

This project was completed under a grant agreement with the Washtenaw Intermediate School District

MICHIGAN
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CAREER DEVELOPMENT ASSESSMENT SERIES

INSTRUCTIONAL STRATEGIES: Secondary Volume

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CAREER DEVELOPMENT ASSESSMENT SERIES

Instructional Strategies Volume

INTRODUCTION

Career development refers to a complex set of knowledge, skills, attitudes, values and beliefs that serve to shape and direct our lives. The interactions of social, emotional, psychological and economic factors not only determine occupational choices but also serve to direct our other life roles such as citizen, social, leisure, family, etc. These multiple life roles comprise one's "career."

School districts in Michigan have been required to plan and implement comprehensive K-12 career education programs designed to facilitate career development since the passage of the Career Education Act of 1974 (Mich. P. L. 97 of 1974). The Michigan model of career education stresses the infusion of career development concepts (self awareness, career awareness, decision making, planning and placement) into the existing academic curriculum. Career development concepts can also be delivered through separate units, lessons, guidance programs, etc.

In the fall of 1979, a carefully selected stratified random sample of Michigan's 4th, 7th and 10th graders took an assessment test in career development. The test was developed and administered under a cooperative arrangement among the Michigan Educational Assessment Program, the Office of Career Education, and Washtenaw Intermediate School District. Approximately 115 objectives were tested in all. The objectives and test items were written by practicing teachers and counselors from throughout the state. The instructional strategies included in this volume are based upon the objectives from the career development assessment test.

ADDITIONAL RESOURCES

Resources available to Michigan educators based upon the career development assessment include:

Performance Objectives

Measurable performance objectives in the area of career development for students at the end of grades 3, 6 and 9 in Michigan schools. These are to be considered a representative (as opposed to exhaustive) set of objectives, but include all objectives measured by the MEAP tests as well as others which may describe additional local priorities. The performance objectives appear as an appendix to this volume.

Instructional Strategies

Practitioner-oriented strategies for delivery of the career development objectives measured by the MEAP tests. Elementary and secondary teachers and counselors may readily select activities and materials targeted to their program needs and desired settings (individual, small groups, large groups, infused in subject areas, etc.) The instructional strategies comprise the main body of this volume.

Objective-Referenced Item Pool

Multiple choice, open-end, group demonstration and individual interview test items developed, reviewed, and field tested during preparation for MEAP selection. The pool includes all items actually tested in the fall 1979 MEAP as well as additional non-selected items with directions and scoring guides. Organized into sets of items by objectives, it will be available in camera-ready paper copy (and eventually in MTSS computer bank), for assembling measures of LEA-selected objectives. (Composite tests of two types have been developed for local use in situations calling for a simpler method than assembling unique tests by objective from the pool. See Indicator Tests and Survey Tests below.)

Indicator Tests

The Career Development Indicator Tests consist of a collection of multiple-choice items, easily administered and scored, and usable within a single class period. Students and classes taking the test cannot obtain scores on career deveopment objectives because each is measured by one item only; scores can be computed on three of the four component areas: Career Awareness and Exploration, Career Decision Making, and Planning and Placement. (The fourth area, Self Awareness and Assessment, has few multiple-choice items.) Indicator tests are available at three grades--4, 7, and 10--and are accompanied by directions and such other information as may be needed for appropriate use.

Survey Tests

The Career Development Survey Tests are somewhat longer, allowing student and class results by objective, (though each objective is measured by fewer items than were used for MEAP testing). At each of the grade levels--4, 7, and 10--two test booklets are available, one multiple-choice and one open-ended. Scoring guides for open-ended items are included within the manual, along with directions for administration and such other information as may be needed for appropriate use. A section of the 10th grade open-ended booklet measuring employability skills (applications, interviews, etc.) can be removed for separate use. Total testing time for the survey tests is 3-4 class hours if both booklets are used at a grade.

Interpretive Report

Presentation of data from the first statewide MEAP Assessment of Career Development (fall 1979) by objective and grade. Includes implications for Career Education/Career Guidance program development in overviews across grades (4, 7 & 10) and component areas (Self-Awareness and Assessment, Career Awareness and Exploration, Career Decision Making, and Planning and Placement).

CEPAID Consultants

A cadre of trained consultants available to assist local districts in using the materials cited above.

For information about these materials contact:

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Michigan Department of Education
Box 30008
Lansing, Michigan 48909

(517) 373-9490

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HOW TO USE THIS VOLUME

Target Grade Levels

The instructional strategies based upon Michigan's career development assessment objectives are available in an elementary volume and a secondary volume. The stated objectives are intended to identify career development knowledge, attitudes and skills that should be mastered by the end of grades 3, 6, and 9. Although the Michigan Education Assessment Program (MEAP) uses these "stop-points" for measuring at grades 4, 7, and 10; the instructional strategies suggested here are appropriate for use across a wide range of grades. The objectives and instructional strategies designated grades 3 and 6 comprise the elementary volume. The objectives and strategies designated grade 9 are included in the secondary volume.

Important Considerations

The ideas, activities, units, lessons, and counseling strategies presented in this volume are not intended to delimit career education or provide the definitive career development curriculum for the state of Michigan. Rather, they are intended as suggested approaches for delivering the objectives in Michigan's career development assessment.

These ideas are not exhaustive or comprehensive. The objectives can, of course, be delivered in various ways and infused into many different academic disciplines. Modifications, refinements, and improvements of the teaching/counseling strategies presented here are encouraged.

The ideas are not necessarily intended to be followed in a lockstep fashion. Differing resources, students' needs, curriculum organization and existing levels of career education programming will require creative use and adaptation of these instructional approaches.

Since career education and career development encompass a wide range of attitudes, skills and knowledge, the major purpose of this book is to demonstrate that these varied and often vague concepts can indeed be organized into sound teaching units.

Key to Objective Numbering

To interpret the coding used for the objectives, please note the following:

1. Roman Numerals = Career Development Components

   I. = Self Awareness and Assessment
   II. = Career Awareness and Exploration
   III. = Decision Making
   IV. = Planning and Placement

2. 1.1 (etc.) = Subgoal Reference From 33 Career Development Subgoals included in the *Michigan Career Development Goals and Performance Indicators*

3. 3 (6, 9) = Grade Level

4. 01 (etc.) = Objective Number

Example:

Objective No. I-1.1-3-01

I = Self Awareness Component
1.1 = Subgoal 1.1 (Recognizing similarities and differences)
3 = Third Grade
01 = Objective 1 for that subgoal at third grade

INSTRUCTIONAL STRATEGIES FOR CAREER DEVELOPMENT

OBJECTIVE

Compare and contrast his/her values and the values of others in a non-judgemental way.

NO. I-1.2-9-01

ACTIVITY

"VARYING VALUES"

STUDENTS WRITE PAPERS ON A CONTROVERSIAL ISSUE AND THEN IDENTIFY THEIR VALUES THAT INFLUENCED THEIR POSITION. THE LESSON EMPHASIZES HOW VALUES VARY.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- media, if used, of argumentative nature
- lists of topics and values
- familiarization with values clarification process
- Discussion Kit: "Innerchange" (Human Development Training Institute)

INFUSION AREAS

English
(essay writing)

Social Studies
(current events)

Home Economics
(contemporary living)

Health
(morals)

Science
(current events)

USE WITH

large group

small group

METHOD

discussion

media viewing

individual study

group counseling

PROCEDURES

"VARYING VALUES"

- A preliminary, thought-provoking activity must precede the following written assignment (unless the class is a specific writing class, dealing with the argumentative or persuasive style of writing). This initial activity could be a class discussion, movie, current event, school happening, etc.

- Assign students an "issue" paper. Provide a suggested list of topics as examples. Examples would vary depending on course and content. Argumentative issues or statements might include topics such as:

- Today's youth are "going to the dogs."

- Morals are old fashioned.

- American heroes no longer exist.

- The emphasis of writing should be on proof and reasoning.

- After students complete the writing, give each a list of values and instruct them to identify those personal values which came into play in defending their side of the issue. The list would include such values as money, freedom, self-satisfaction, etc.

- Read papers aloud and discuss. The over-riding emphasis of the discussion should be on the fact that people can and should agree and disagree with the values and ideas of others without being disrespectful or unkind.

NOTE: This would be a good time to conduct a Magic Circle, introducing the open-ended topic of "One time when I was laughed at and ridiculed for something I believed." (Refer to the Innerchange Box for an understanding of the Magic Circle technique.)

OBJECTIVE

Compare and contrast his/her interests and the interests of others in a non-judgemental way.

NO. I-1.2-9-02

ACTIVITY

"I IS FOR INTERESTS"

THE CLASS DISCUSSES INTERESTS AND COMPLETES AN INTEREST INVENTORY. STUDENTS OF LIKE INTERESTS WRITE INTERVIEW QUESTIONS TO DETERMINE THE INTEREST OF THREE PERSONS IN ANY OCCUPATION.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- class sets of interest inventories (e.g. Hollands Self-Directed Search, Viesa, and California Occupational Preference Series; all self-scoring instruments)
- worksheet "Comparison of Interests"

INFUSION AREAS

English (interviewing)

Social Studies (roles)

Home Economics (contemporary living)

USE WITH

large group

individual

small group

METHOD

discussion

individual study

counseling process

PROCEDURES

"I IS FOR INTERESTS"

- Discuss the meaning of interests - things we enjoy doing or like to do.
- Give interest inventory to class.
- When results are available, students complete a profile sheet and interpret the results in general terms to the group. (If time allows, individual interpretations would be desirable.)
- Students cluster into groups of similar interests; each group develops its own interview questions to identify interests.

"Comparison of Interests"

1. Each student should select an occupation that he/she is interested in.
2. Each student locates three persons (include male and female) in that occupation.
3. Each student interviews the three individuals, using the questions developed in the interest groups and attempts to determine their interests.
4. Each student draws comparisons about his/her own interests and those of the individuals interviewed.
5. Meet in interest groups and make comparisons based on common interests discovered in interviews.
6. Share with class any personal insights that developed as a result of this exercise.

OBJECTIVE

Explain ways in which his/her environment influences his/her values and interests and ways in which he/she influences the environment.

NO. I-2.1-9-01

ACTIVITY

"FOOD FOR ALL"

THE DILEMMA OF ADEQUATE FOOD FOR ALL BRINGS STUDENTS FACE TO FACE WITH THE INFLUENCE THEIR ENVIRONMENT HAS ON THEIR VALUES AND THE INFLUENCE THEY HAVE ON THEIR ENVIRONMENT. A CHOICE OF ACTIVITIES INCLUDES A CASE STUDY, VALUES VOTING, FORCED CHOICE LADDER, AN AWARENESS MEAL, ETC.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- Discussion materials: "Food: A Challenge to Modern Man" World Food Supply (Dairy Council of Michigan, 503 New Center Building, Detroit, MI 48202) 875-3162

INFUSION AREAS

Science
(research)

Health
(nutrition)

Social Studies
(geography)
(population)

Home Economics
(nutrition)
(alternate diets)

USE WITH

large group

small group

METHOD

discussion

group work

simulation

individual study

PROCEDURES

"FOOD FOR ALL"

- Carry out any or all of the activities listed on the attached worksheets.

NOTE: This activity offers a good opportunity for counselors and teachers to work together.

STUDENT ACTIVITY WORKSHEET

"FOOD FOR ALL"

Source: Dairy Council of Michigan, "Food: A Challenge to Modern Man."

The changing world food situation confronts and affects almost everyone in the world. Most people in the United States are not starving, but they are challenged to explore their own values related to the distribution of food. The current situation is a result of a complex web of economic, political, geographical and cultural factors. Many of the solutions currently proposed start with these factors and build in an additional component - the question of moral responsibility.

1. Values Voting

A variation of the value voting technique to be used with the world food supply concept might include the following examples:

"How many here . . . "

a. Think other nations should be self-sufficient in feeding their people?

b. Feel that the most immediate solution to the world food situation is to eat a grain and vegetable based diet rather than one which includes meat?

c. Are willing to try new food sources like algae or soy protein?

d. Think that there is not enough land or water to sustain a meat based diet for the present world population?

2. Continuum

A variation of the continuum used here might be:

What should the U.S. attitude be regarding food involvement with other countries?

Help every country - Try even if not asked to do so	. . . . .	Help no country - complete isolation

Continued

STUDENT ACTIVITY WORKSHEET

"FOOD FOR ALL"

Continued

Source: "Food: A Challenge to Modern Man," World Food Supply, Dairy Council of Michigan, 503 New Center Building, Detroit, Michigan 48202

3. Incomplete Sentences

The following incomplete sentences can be used with this unit:

a. I feel the present food situation is . . .
b. A vegetarian diet is . . .
c. If the United States food supply was severely limited, I would . . .

4. Case Study

An American nurse living in Bangladesh recently found a starving baby on her doorstep. She spent a tiring and unsuccessful day trying to locate the family. The next day she found a second baby. When she sought help from the local authorities she was told that if she sheltered the babies countless more would appear. She felt her only choice was to follow the authorities' advice - ignore the starving babies. Did the nurse have another realistic alternative?

Discuss the emotions of the parents of the babies, of the nurse, of the authorities.

Are there any parallel situations in the United States?

Credit for the following activities: Massachusetts Department of Education, Bureau of Nutritional Education and Food Services.

5. Forced Choice Ladder from Protein Power

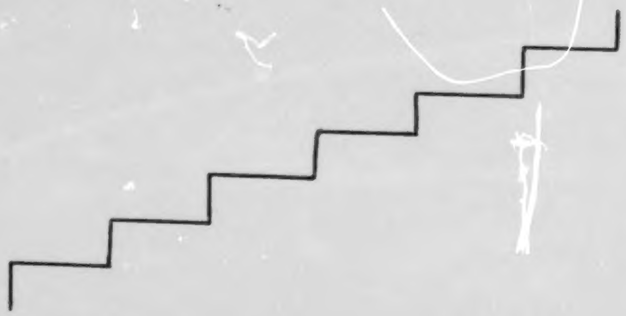
This activity encourages an individual to decide upon the most feasible means of improving the world food situation. Have students draw a World Food Possibilities Ladder with 15 steps.

Continued

STUDENT ACTIVITY WORKSHEET

"FOOD FOR ALL"

Continued
Source: Massachusetts Department of Education, Bureau of Nutritional Education and Food Services



Each student should thoroughly consider the possiblities presented and arrange the alternatives until he/she arrives at the progression which best reflects what he/she feels and knows about the world food situation. The class as a whole can then compare responses.

a. People in the developed countries should consume less meat and obtain more of their protein from plant food combinations. (LESS MEAT)

b. Send food to developing nations in crisis situations. (SEND FOOD)

c. Contribute money to needy countries to develop and implement better methods of food productions. (MONEY)

d. Form an international policy which involves extensive education in population control. (POPULATION)

e. Establish training programs for people in developing countries to use skills and knowledge to modernize agricultural methods. (EDUCATE)

f. Send equipment and fertilizer to needy areas. (EQUIPMENT)

g. Increase research to improve the nutritional value and durability of grains. (RESEARCH)

h. Independent companies should sell cattle, chickens, grains or other food to developing nations. (SELL FOOD)

Continued

STUDENT ACTIVITY WORKSHEET

"FOOD FOR ALL"

Continued
Source: Massachusetts Department of Education, Bureau of Nutritional Education and Food Services

i. Develop unused land area (swamps, mountains, deserts). (LAND USE)

j. Expand programs to build roads and warehouses. (BUILD ROADS)

k. Increase use in the world of meat analogs as a protein source. (MEAT ANALOGS)

l. Fortify existing foods with additional nutrients. (FORTIFY)

m. Increase fish farming. (FISH FARMING)

n. Redistribute land ownership to the majority of people in developing nations. (LAND OWNERSHIP)

o. Allow starving people in developing nations to diet without food assistance while sending food to nations whose people have a better chance of survival. (LIFE BOAT)

6. As an alternate way of conducting Activity 5, have students simulate a World Food Conference. Each student should choose a country to research; he/she then becomes that country's delegate and should argue for that country's point of view, with that country's interests in mind. The group of delegates must arrive at a progression of alternatives to which all delegates will agree.

7. Have the students plan a "Food Day" or "Human Ecology Day" in the school designed to make fellow students and the community aware of local, national and international food problems.

8. Have the students write a letter to the President or to a congressman expressing their views on the present food situation.

9. Plan an "awareness" meal in place of a regularly scheduled meal. Serve four out of every five students rice and water for dinner. Serve the fifth a meal that is typically American. Observe ways students handle the maldistribution of food. Discuss feeling of the group toward one another after the meal.

Continued

STUDENT ACTIVITY WORKSHEET

"FOOD FOR ALL"

Continued
Source: Massachusetts Department of Education, Bureau of Nutritional Education and Food Service

10. Have the students debate the following statement: If the world's resources are properly managed, malnutrition and starvation can be wiped out. See Reference 3. For further ideas for debates, see the values voting items in Activity 1.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Compare the influences of his/her environment on him/her to the influence of other people's environment on them.

NO. I-2.1-9-02

ACTIVITY

"CONDITION CONTROL"

GROUPS COMPARE THE ENVIRONMENTAL INFLUENCES OF CLIMATE, EDUCATION, LEISURE TIME, ETC. ON PERSONS IN ANOTHER CONTINENT WITH THE ENVIRONMENTAL INFLUENCES THEY EXPERIENCE.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- globe and/or map

INFUSION AREAS

Social Studies
(environment)

USE WITH

large group

small group

METHOD

discussion

group work

PROCEDURES

"CONDITION CONTROL"

- Divide class into groups of four to six.
- Explain that they will explore environmental influences on others and on themselves.
- Assign one student as "condition controller."
- Each group will use the following words:

  shelter
  sustenance (food)
  education
  leisure time
  health conditions
  inhabitants
  climate
  nurture
  geographic location
  continent
  physical surroundings

- The condition controller assigns each group a continent.
- Each group works through the words in order of importance; the condition controller dictates what word they must deal with.

  Example: Continent, Africa
  Climate, group decides what type of climate
  Geographic location - group decides on hills, valleys, etc.

- Students develop a matrix for that environment.
- Students use same list for their own environment.
- Groups present to large group their comparisons and contrasts between the "there" environment and "here" environment.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Establish an attainable goal, based on self-assessment, that is intended to bring about a new behavior within a specified period of time (one year).

NO. I-2.2-9-01

ACTIVITY

"ONE WEEK LATER"

A SERIES OF WORKSHEETS HELP STUDENTS SET PERSONAL GOALS AND EVALUATE THE OUTCOMES ONE WEEK LATER.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets - see Activity

INFUSION AREAS

Any Subject Area

USE WITH

large group

individual

small group

METHOD

discussion

individual study

counseling

PROCEDURES

"ONE WEEK LATER"

- Distribute worksheet "Goal Setting Guidelines" (attached).
- Discuss the guidelines and reasoning behind each point.
- Distribute "My Goal" worksheets. Have each student choose a realistic goal to be attained in a one-week period and complete the handout.

Example

"My Goal"

Goal	Obstacles to Attainment	Rewards to Attainment	Route to Attainment
to lose three pounds	after-school snacks starchy unbalanced meals carrying candy to snitch	feeling more attractive appearing more appealing fitting into a preferred outfit being healthier	prepare a balanced menu for self avoid a crash diet with too much restraint snack on fruit

- After one week, students complete a follow-up worksheet titled "One Week Later."

Example

"One Week Later"

a. My goal was (achieved, not achieved, partially achieved).

b. The reasons my goal was ________________ (one of above) are:

c. My goal met (all, nearly all, only some) of the goal setting guidelines. List the guidelines that the goal did not meet:

d. My feelings about myself at this point are:

e. My plans for future goal attainment are:

Continued

PROCEDURES

"ONE WEEK LATER," Continued

- A concluding or summarizing discussion should follow.

Variation

- Introduce contractual learning on a day-to-day basis.

STUDENT ACTIVITY WORKSHEET

"ONE WEEK LATER"

GOAL SETTING GUIDELINES

So far we have defined a goal as a destination, a place we would like to get to, something to be accomplished. Many people do not bother to set goals and of course we know the danger in this. A person without goals goes haphazardly through life and probably will accomplish very litte. Remember that if one does not know where he/she is going "he/she is likely to end up someplace else." Setting goals is therefore important, but how does one go about doing this very important thing? The following are guidelines to assist you in setting goals. Let us first discuss and understand them so that you can go about setting goals for yourself now and in the future.

1. The goal must be achievable.
   What does achievable mean?
   Why is this statement true?

2. The goal must be believable to you.
   Why is it important that you believe in your goal and believe that it is possible to achieve?

3. The goal must be measurable in specific, concrete terms.
   What is meant by specific and concrete?

4. You must want your goal.
   Why is this an important factor?

5. Think whether your goal is dangerous to you or anyone else.
   Why must this factor be considered?

6. You must be motivated to achieve your goal.
   This actually is the same as number four and probably needs no further discussion.

7. You must value your goal.
   What does it mean to value your goal?
   Why is this important?

8. Make the goal dependent upon you.
   What is meant by this?
   What is the advantage in making goals dependent upon ourselves?

9. Think of an alternative goal.
   Why would it be helpful to have an optional goal?

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

OBJECTIVE

Recognize examples of ways in which changes in self-concept can be brought about by learning, physical growth, and maturation.

NO. I-2.3-9-01

ACTIVITY

"CHANGING SELF-CONCEPT"

STUDENTS WRITE ABOUT INCIDENTS IN THEIR LIVES WHICH BROUGHT ABOUT CHANGES IN HOW THEY SEE THEMSELVES.

INFUSION AREAS

English
(paragraphs)

Health
(growth)

Home Economics
(self-concept)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets (see Activity)

USE WITH

large group

individual

METHOD

discussion

individual study

counseling

PROCEDURES

"CHANGING SELF-CONCEPT"

- NOTE: This activity requires an open, accepting class atmosphere.
- Discuss how feelings about oneself can change based on experiences we have had and how we feel we handled these experiences.
- To stimulate thought, give a personal example, emphasizing the positive outcome in terms of self-concept.

OR

- Provide a lifeline to students so that they can recall ages when significant changes in any area of development made them feel better about themselves.
- Distribute the following worksheet:

"Changes in Self-Concept"

Write a paragraph to describe how growth (physical, intellectual, emotional) or some experience or activity helped you develop different and better feelings about yourself.

Examples: learning to tie your shoelaces
learning to read
learning to settle an argument on your own
learning a special skill
being asked to participate in an event, a club, or a game
losing or gaining weight when desired

Write as many paragraphs as you can about different experiences in the time allotted.

- Ask students to share these paragraphs with the group. Give time for reaction or similar examples after each one.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Demonstrate basic interpersonal skills with adults, peers, and younger children.

NO. I-4.2-9-01

ACTIVITY

"POINTS OF VIEW"

SEVERAL HYPOTHETICAL SCENARIOS REQUIRE STUDENTS TO ROLE PLAY, BRAINSTORM, OR WRITE STORY ENDINGS DEMONSTRATING BASIC INTERPERSONAL SKILLS OF LISTENING, RESPONDING, INITIATING, ETC.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- Kit: "Lifeline Program" (Argus)

INFUSION AREAS

English (writing)

Guidance (interpersonal skills)

Home Economics (contemporary living)

USE WITH

large group

small group

METHOD

discussion

group work

role playing

PROCEDURES

"POINTS OF VIEW"

- Discuss basic interpersonal skills - listening, attending, responding, initiating, etc.

- Students role play, brainstorm, discuss, and/or write brief story endings to demonstrate basic interpersonal skills for one of the following situations:

  Situation 1: Beth is 15; her grandmother is 72. Beth likes loud rock music and usually has both stereo speakers blaring. Her grandmother constantly complains about the noise. She says she just can't stand it. They are living in a small house.

  Situation 2: Elderly man to small boy who is always in trouble, "I hope you do what your father says."
  Small boy (proudly), "Not always!"

  Situation 3: Two students are in the cafeteria.
  First student: "I can't stand the way you eat your food; it's really revolting. You ought to learn better manners!"
  Second Student: "You don't have to watch me eat! Why should it bother you? It's a free country you know, and I can do as I please!"

- Other situations can be found in the "Lifeline Program" Points of View cards, numbers 13, 15, 16, 17, 19, 20, 21, 22, 26, 28, 31, and 58.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify alternative strategies which can maintain interpersonal relationships given specific situations.

NO. I-4.3-9-01

ACTIVITY

"FRIENDS OR ENEMIES?"

SMALL GROUPS ROLE PLAY THEIR SOLUTION TO A CASE SITUATION WHICH DEMANDS CHOOSING STRATEGIES TO MAINTAIN INTERPERSONAL RELATIONSHIPS.

INFUSION AREAS

Health (behaviors)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

Optional:

- Kit: "Lifeline Program" (Argus), "What Would You Have Done?" and/or "Proving the Rule?"
- Videotapes: "Freestyle" (National Institute of Education). Suggested titles, "Cheers," "Partners," "Hike," and "Grease Monkey." Contact local public television stations or Lenawee Intermediate School District REMC #19.

USE WITH

large group

small group

METHOD

discussion

role playing

group work

media viewing

PROCEDURES

"FRIENDS OR ENEMIES?"

- Divide students into groups of four-six.
- Present a different case situation to each small group.

  Examples: - shoplifting with a friend
  - drug usage or non-usage
  - skipping school
  - fight with parents

- Each group identifies more than one alternative solution to their situation and picks their "best" alternative to role play.
- Their best choice should demonstrate how to maintain interpersonal relationships (keep friends or make enemies).
- Discussion should follow with contribution from other groups on the effectiveness of their solutions.
- Guide discussion on understanding how various strategies (behaviors) can relate to outcomes, that is maintaining or altering friendships.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Hold appropriate beliefs relevant to some aspects of self-awareness, self-assessment, self-concept, and self-development (e.g. that self-concept changes during maturation are frequent and confusing; that he/she can facilitate some desired self-concept changes by structured learning.

NO. I-B-9-01

ACTIVITY

"TIME BOMBS AND DIARIES"

THROUGH TIME BOMBS AND DIARIES STUDENTS EXPRESS THEIR CHOICES AND FEELINGS REGARDING THEIR SELF-ASSESSMENT AND DEVELOPMENT AND LEARN THAT SELF-CONCEPT CAN AND DOES CHANGE.

INFUSION AREAS

English
(writing)

Art
(collage)

Guidance
(self-concept)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets (attached)

USE WITH

large group

small group

METHOD

discussion

group work

counseling

PROCEDURES

"TIME BOMBS AND DIARIES"

- Source for the information contained in this activity is Values Clarification: Getting Started by Dr. F. Hancock McCarty, Ed.

- Stress that values/beliefs are not static objects we own ("I have values/beliefs."). Instead, values/beliefs are dynamic processes constantly growing and changing as we do, in relation to our worlds and our perceptions of them, ("I am my values/beliefs.").

- Write on the board the seven processes that have been identified as being integral parts of valuing:

Choosing:	1.	Choosing as freely as one can
	2.	Considering as wide a range of alternatives
	3.	Considering the consequences or outcomes of one's choices
Feeling:	4.	Owning one's behavior
	5.	Getting in touch with one's feelings
Acting:	6.	Acting on one's choices
	7.	Looking at the patterns in one's life and moving toward some consistency

NOTE: When dealing with topics such as values, beliefs, self-concept, etc. it is important to establish a warm, supportive and open atmosphere in the classroom. It is also important to withhold judgemental behavior with words, voice tone, facial expression and gesture. Instead use some clarifying responses listed on the worksheets to help the students discover the relationships between valuing and behaving rather than telling them the relationships.

- All values sessions should end with an appropriate debriefing. See attached worksheet.

- Give students one or all of the following worksheets on "Time Bomb," "Diaries," "Onions," or "Collage."

Continued

STUDENT ACTIVITY WORKSHEET

"TIME BOMBS AND DIARIES"

CLARIFYING RESPONSES
CHOOSING

1. What would be the "payoff" for you in doing that?
2. What benefit would you get out of your behavior?
3. Where would that idea lead; what would be its consequences?
4. What are some good things about that idea?
5. What other possibilities are there?
6. Have you considered some alternatives? Some other options?
7. How can you correct what you did?
8. Who tells you that you should?
9. Is that what you really want? Where does the pressure come from?
10. What alternatives are you aware of now?
11. What's the worst thing that could happen to you in this situation?
12. If you really felt completely free to choose without any other forces to consider, what would you do?
13. What prevents you from choosing that?
14. Is what you said just now consistent with what you said a few minutes ago?
15. Are you saying that . . . (Repeat the statement in your own words.)

CLARIFYING RESPONSES
FEELING

1. Can you say, "that's O.K.," about your experience? Can you accept what you've done?
2. Is this something you feel good about?
3. How glad are you about that?
4. What are you experiencing? What are you aware of right now? What is your body telling you?
5. You're feeling---(paraphrase what the person says he/she is feeling).
6. What do you hear in your voice now? (Feed back to your partner any clue to feeling: high pitch, tremulousness, sharp tone, etc.)
7. I hear you saying . . . (Paraphrase the statement.)
8. Would you share that with the person you're concerned about?
9. Was that nourishing for you? How positive an experience was it?
10. Was that self-enhancing? Did you learn or grow from it?
11. What are you feeling right now? (Avoid thoughts and concentrate on feelings.)

Continued

STUDENT ACTIVITY WORKSHEET

"TIME BOMBS AND DIARIES"

Clarifying Responses, Feelings, Continued

12. When you say that, I feel _________________________________.
    (you reveal your own response to what your partner said.)
13. What do you mean by _______________________________________.
    (Ask your partner to give his/her own special definition of a key word he/she has used several times.)

CLARIFYING RESPONSES
ACTING

1. Would you really do that?
2. Can you take responsibility for that?
3. Can I help you do something about your idea?
4. Would you do the same thing over again?
5. How do you prevent yourself from doing that?
6. What does your intuition tell you to do?
7. Are you afraid of success as well as failure?
8. When will you do that? Can you actually commit to a date?
9. Would you like to make a contract to do that?
10. What are your catastrophic expectations if you did that?
11. How do you start? What small step can you take which will bring you closer to your goal?
12. What's one thing you can do right now?

Continued

STUDENT ACTIVITY WORKSHEET

"TIME BOMBS AND DIARIES"

Activity 1

TIME BOMBS

Often a momentary enthusiasm or good intention fires us up. Much later, it's hard to remember what excited us or even what we planned to do.

Have your students write a letter, each to him/herself, about something currently exciting in their lives. Have them discuss in detail what excites them, how they feel about it, what they're planning to do about it, and when. Then have them seal the self-addressed letters in envelopes (they could pre-stamp them at home) and put the mailing date on the outside. Organize the letters in chronological order and mail them during the year.

Activity 2

DIARIES

Diaries can help a student 1) get in touch with inner feelings, 2) remember events, behaviors, thoughts and insights, and 3) see patterns in his/her life.

> You can provide a daily diary form with open-ended questions such as "something I accomplished today is . . ." or "today I felt ______________ because . . ."

You can suggest diary ideas such as:

- Conflicts diary
- Happy moments diary
- "I took a risk" diary
- Anger diary
- Boo-boo's diary
- Insights diary
- "Made others feel good" diary
- Warm moments diary
- "I got something right" diary

Follow up diaries by asking clarifying questions (to be answered silently).

Never look at diaries!!!

Continued

STUDENT ACTIVITY WORKSHEET

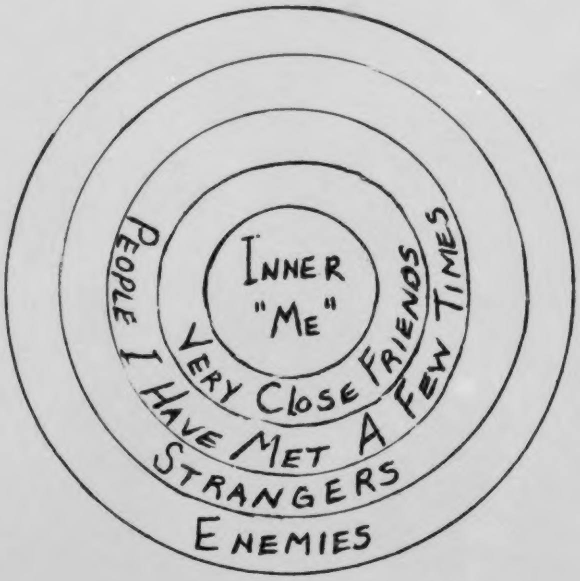
"TIME BOMBS AND DIARIES"

Activity 3

ONIONS

Onions seem to keep people at a distance. Let's pretend each of us has a Self that looks, in a way, like an onion. The outer skin may look nothing like the inner core. There are many layers in-between. Have students copy a diagram like the one shown.

Have them draw a line between the key words on the right and the layer which represents someone with whom they would discuss that topic.



- Cheating
  - Love
- Friendship
  - Personal problems
- Prejudices
  - Stealing
- Body odor
  - Fears
- Things you dislike
  - about yourself

This is a way of taking stock of yourself. What did you learn? Is there anyone who's moved up lately closer to your inner self?

How close do you let people get to you?

Continued

STUDENT ACTIVITY WORKSHEET

"TIME BOMBS AND DIARIES"

Activity 4 Make a COLLAGE of

An Aspect of Self

Such as - a collage of your strengths
- a collage of your hopes
- a collage of your bad habits

Then, in small groups, have only volunteers explain their collages and answer gentle questions (prevent put-downs and interrogations)

Debriefing

All values lessons should end with an "appropriate debriefing."

An Appropriate Debriefing gives the students the opportunity to:

--- vent their feelings
--- express their thoughts
--- achieve a sense of completion
--- explore the experience and "mine" it for all the insight it contains
--- connect with other students and build relationships
--- achieve meaningfulness apart from any grade-orientation or "please-the-teacher" orientation.

Debriefings usually ask questions such as:

1. What did I experience?
2. How do I feel about my experience?
3. How do I feel about my feelings?
4. What do I think about it?
5. What did I learn (re-learn) from it?
6. Where do I go from here?

OBJECTIVE

Select from a list of choices the most appropriate training for an individual, given a person's aptitude, interests, and tentative career goal.

NO. II-5.1-9-01

ACTIVITY

"TRAINING FOR THE FUTURE"

THIS ACTIVITY INCLUDES A CAREER EXPLORATION EXPERIENCE, INTEREST SURVEY, AND CAREER CHOICE WHICH HELPS STUDENTS WRITE ABOUT TRAINING APPROPRIATE FOR THEM. STUDENTS TEST THEIR CHOICES FOR THEMSELVES AGAINST THE OPINIONS OF THREE ADULTS WHO KNOW THEM.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of training choices
- a worksheet to record responses

USE WITH

large group

small group

individual

METHOD

disucssion

individual study

counseling

PROCEDURES

"TRAINING FOR THE FUTURE"

- Two major activities should precede the following suggested activity:
  1. A career exploration experience should be provided after which students can state tentative career goals.
  2. Formal and informal aptitude and interest surveys should be given to provide students with an awareness of their interests and abilities.
- Each student states in writing his/her choice, selected from a list provided by the teacher, of an appropriate future training goal or route, whether it be a vocational two-year training experience, on-the-job training, college training, etc.
- He/she then summarizes briefly the rationale behind the decision.
- Students then gather feedback on the decision by having one teacher, one counselor, and one parent read the summary plan and respond to it. Students record the reactions on paper.
- To make it easier to compare reactions of the people interviewed, the student could be provided with a recording form such as:

REACTION FORM

1. The following reactions were made by ________________________.
2. This person (strongly agreed, agreed, was undecided, disagreed, strongly disagreed) with my decision.
3. The person felt this way because ____________________________.
4. At this time, I feel ____.

- Class discussion could follow.

OBJECTIVE

Identify factors that would influence a student's decision on post-high school educational plans.

NO. II-5.1-9-02

ACTIVITY

"PUSH - PULL"

THE CLASS IDENTIFIES A LIST OF FACTORS THAT INFLUENCE STUDENT DECISIONS ON POST-HIGH SCHOOL EDUCATIONAL PLANS. WORKSHEETS INDIVIDUALIZE THE FACTORS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet "Sources of Education"

USE WITH

large group

small group

individual

METHOD

discussion

counseling

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

PROCEDURES

"PUSH - PULL"

- Ask class to brainstorm on factors that might influence their decision on post-high school educational plans. Be sure to list on the blackboard their contributions including:

achievement
aptitude
interests
values
family background/expectation
tentative career goal
motivation
social needs
financial situation
physical characteristics
personality

- On the following worksheet, students write in their tentative career goal. They then fill in their choices for post-high school education.

- Collect the worksheets and review them individually to check for rationale.

- Return the papers so students may keep them in their personal career file.

STUDENT ACTIVITY WORKSHEET

"PUSH - PULL"

SOURCES OF EDUCATION

Name ____________________ Tentative Career Goal __________

List factors influencing your choices here:

Below are sources of post-high school education. Indicate your first choice and two alternatives (second and third) for getting the education you need to reach your career goal.

______ On-the-job training

______ Community (adult) ed program

______ Apprenticeship training

______ Four-Year College/University

______ Two-Year (Junior) College

______ Graduate School

______ Correspondence Course

______ Military Service

______ Military School

______ Other ____________

Make a case for your choices based on how the above factors most influenced your decision!

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Describe the types of training or education best suited to a familiar occupational role.

NO. II-5.2-9-01

ACTIVITY

"THE BEST!"

STUDENTS ARE GIVEN AN OCCUPATIONAL ROLE AND ASKED TO RESEARCH THE TRAINING AND EDUCATION BEST SUITED TO THAT JOB.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- available commercial career exploration kits/programs such as MOIS, Chronicle-Guidance
- Dictionary of Occupational Titles (U.S. Department of Labor)
- career encyclopedias

USE WITH

large group

individual

METHOD

lecture

discussion

individual study

PROCEDURES

"THE BEST!"

- Describe the role or job to be researched.
- Students research in D.O.T. and Career Encyclopedia or job kits the training necessary for that job.
- Discuss training from elementary school most relevant to that job and record on board.

Example: Typist

Elementary School: Spelling, grammar, etc.
Middle School: Typing, spelling, grammar, etc.
High School:
College
Etc.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Know local high school curriculum options.

NO. II-5.2-9-02

ACTIVITY

"EXPLORATION DAY"

BEFORE SCHEDULING FOR HIGH SCHOOL CLASSES BEGINS, TWO DAYS ARE DESIGNATED AS CURRICULUM REVIEW DAYS. TEACHERS DISCUSS WITH EACH CLASS THEIR COURSES IN THE NEXT GRADE ENABLING STUDENTS TO MAKE INFORMED SCHEDULE CHOICES.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- course outlines and descriptions
- schedule sheets
- curriculum guides

Optional:

- a media program (slide-tape) presenting the high school curriculum

INFUSION AREAS

Separate Activity

USE WITH

large group

small group

METHOD

lecture

discussion

individual study

PROCEDURES

"EXPLORATION DAY"

- High school curriculum counseling is the responsibility of both the guidance and teaching staffs. Because good curriculum guidance is so vital, time should be devoted yearly to its achievement.
- Prior to scheduling, a minimum of two days should be designated as special days and especially designed to help students make curriculum choices. (The days could even be assigned a special name to generate more interest.) Taking an hour (day) of class time, each teacher in every department should introduce students to the course offerings in his/her particular department. Provide course outlines and summaries, and answer questions.
- Following the class discussion, each teacher discusses individual choices with each student, particularly as they relate to the teacher's content area, providing pointers and suggestions.
- Students with difficult questions or conflicting concerns should be directed to the counselors.
- Students should be instructed to discuss schedule planning with their parents.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Give one potentially desirable and one potentially undesirable consequence of several educational alternatives (e.g. higher education, on-the-job training, armed services, vocational school).

NO. II-5.3-9-01

ACTIVITY

"FREE TO CHOOSE"

THE CLASS DISCUSSES THE CONSEQUENCES OF EDUCATIONAL ALTERNATIVES AND/OR STUDENTS INTERVIEW ADULTS ON THE ADVANTAGES/DISADVANTAGES OF THEIR EDUCATIONAL CHOICES.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- discussion plan
- chalkboard, or overhead projector

USE WITH

large group

individual

METHOD

discussion

individual study

PROCEDURES

"FREE TO CHOOSE"

- Initiate a discussion asking whether anyone can think of an advantage or a desirable consequence of dropping out of school. E.g., the instant freedom - from hassle, books, teachers, rules, etc. Others will point out the disadvantages or undesirable consequences - failure to get a diploma, weak employment prospects, etc.

- Using the board or an overhead projector, continue to ask the class to think of contrasting consequences for other educational alternatives, e.g. on-the-job training, college, military, etc.

Variation

- Individual Research: Students informally interview persons who have received an education or training in several different ways, e.g. military, on-the-job training, and vocational school, etc. seeking information on the contrasting consequences of that particular educational alternative. These are brought back to class and shared.

- Provide interview worksheets to individuals for recording such information as the person's job, education, advantages and disadvantages of their choice of education.

OBJECTIVE

Recognize that choosing educational alternatives according to life style is an ongoing process.

NO. II-5.3-9-02

ACTIVITY

"AS LIFESTYLE CHANGES . . ."

SUTDENTS EXPLORE THROUGH INTERVIEWS WITH PERSONS OF VARYING AGES, THE CONCEPT THAT EDUCATIONAL CHOICES CONTINUE ACCORDING TO LIFESTYLE.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet "Education and Training"

USE WITH

large group

small group

METHOD

discussion

group work

individual study

PROCEDURES

"AS LIFESTYLE CHANGES . . ."

- Discuss the varieties of education and/or training an individual might seek.

- Briefly describe or have class describe what one can learn in the following settings:

  1. High School
  2. Vocational Training School
  3. On-the-Job Training
  4. Adult Education
  5. Community College
  6. Junior College
  7. Correspondence Courses
  8. Apprenticeship Training
  9. Graduate School
  10. Military School, Service
  11. Peace Corps, VISTA, etc.

- Distribute "Education and Training" worksheets. Students interview and obtain information from two individuals at each of the following age levels: 16, 18, 21, 25, 35, 50, 65. This can be done in groups.

- Students share their findings - relating how educational alternatives according to different ages and lifestyles is an ongoing and changing process.

PROCEDURES

"AS LIFESTYLE CHANGES . . ."

"EDUCATION AND TRAINING"

Name ______________________________ Age __________

List chronologically all jobs you have had including present job:

____

____

____

____

____

____

____

Type of Education/Training you are in or have received:

____

Type of Education/Training required for present job:

____

Type of Education/Training you plan to pursue in future:

____

Why do you wish to pursue any future Education/Training?

____

NOTE: This form can be altered to stress specific points, e.g. needs and lifestyles change as you grow older requiring changing careers. The form could also be adapted to DOT language.

CAREER AWARENESS
& EXPLORATION

OBJECTIVE

Identify the training, experience, and skills needed for various jobs available for teenagers in his/her community.

NO. II-5.9-0-03

ACTIVITY

"ON THE JOB"

THE CLASS MAKES A LIST OF JOBS FAMILIAR TO THEM AND THEN IDENTIFIES THE TRAINING, EXPERIENCE, AND SKILLS REQUIRED FOR EACH ONE.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- poster board, felt tip markers
- Supplemental materials: want ads, yellow pages, Employment Office postings, MOIS, Dictionary of Occupation Titles, "Occupational Outlook Quarterly" (U.S. Department of Labor)

USE WITH

large group

small group

METHOD

discussion

group work

individual study

counseling

PROCEDURES

"ON THE JOB"

- Students identify all the paying or volunteer jobs they have held/hold; list these on poster board to hang up.
- Then students fill in under separate headings the skills, experience and training required for each job.

Example

Available Jobs	Skills Needed	Related Experience	Required Training
Babysitting	first aid, patience, story telling, changing diapers	taking care of brothers/sisters	take classes on-the-job

- Once the class has exhausted their own employment examples, find others by consulting want ads, yellow pages, MESC, etc.
- For information about the required skills, experience and training, students can canvass by telephone, do interviews, or use data from MOIS, D.O.T., O.O.H., etc.
- This information can be posted on walls, or collected and filed for students to add to/access as needed.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Explain how an occupation typically influences certain factors of the life style and how it may not, given a list of occupations and a list of factors.

NO. II-6.1-9-01

ACTIVITY

"JOB AND LIFE STYLE"

STUDENTS EXAMINE A VARIETY OF OCCUPATIONS AND HOW THEY AFFECT LIFE STYLE.

INFUSION AREAS

Social Studies
(work roles)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Job Differences"

Optional:

- Book: "Ideas for Activities" (Michigan Career Education Publication) Lesson 3 in Career Awareness

USE WITH

large group

METHOD

lecture

discussion

group work

individual study

PROCEDURES

"JOB AND LIFE STYLE"

- Distribute "Job Differences" worksheet and instruct students to state in the appropriate columns, how life style factors are affected by each occupation. (See sample sheet.)
- Discuss their findings and make any changes necessary on the worksheets.

Optional:

- Students may develop their own list of occupations and repeat the above exercise.

STUDENT ACTIVITY WORKSHEET

"JOB AND LIFESTYLE"

JOB DIFFERENCES

OCCUPATIONS	HOW WE LIVE					
	Shift Work	Geographic Location	Prestige	Money	Leisure and Hobbies	Vacation Time
Plumber	None	Anywhere	Little	V.good	Outdoor, sports	Yes
Electrician						
Janitor						
Teacher						
Store Manager						
Secretary						
Car Washer						
Engineer						
Car Sales						
Doctor						
Computer Programmer						
Assembly-line Worker						
Sales Clerk						
Lawyer						
Airplane Pilot						
Telephone Repair						
Farmer						
Lumber Jack						
Author						
Beautician						
Bartender						

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify major sources of occupational information.

NO. II-6.3-9-01

ACTIVITY

"TELEVISION TELLS ALL"

TV VIEWING SERVES AS THE STARTING POINT FOR STUDENTS TO EXPLORE SOURCES OF OCCUPATIONAL INFORMATION VIA THE PUBLIC LIBRARY, SCHOOL RESOURCE CENTER, SPEAKERS OR COMMUNITY VISITATIONS.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- arrangements for speaker
- arrangements for visitation
- arrangements for class visit to library, resource center, etc.
- worksheet to structure and record impressions

INFUSION AREAS

English
(mass media)
(research)

Science
(occupations)

Mathematics
(occupations)

USE WITH

large group

small group

individual

METHOD

discussion

group work

media viewing

individual study

resource person

site visit

PROCEDURES

"TELEVISION TELLS ALL"

- Assign students one evening of TV viewing (can be any media). They record the amount of time they watch and the shows they viewed.

- While viewing, students list as many occupations as possible that they see represented on shows and in commercials.

- The following day discuss what they saw. Concentrate on the issue of "reliable representation."

Optional:

- Use this activity to introduce the fact that there are many reliable sources of occupational information.

- Visit a resource center, public library or school library. Arrange for a presentation and orientation on available sources of written occupational material.

- Students use the materials to do either a brief or in-depth study of a career interest area, possibly related to one of the TV programs they viewed.

- Also introduce students to the idea of the community and home as resources. Arrange an on-the-job day when students can go into the community and interview persons in selected occupations. Have students interview friends and family as well.

- Bring community members into the classroom by arranging for guest speakers; don't forget the multiple uses of video taping.

- Keep things organized by providing plenty of handouts and assistance to help direct student exploration.

- Perhaps a guest speaker could address the issue of reliable representation in reference to a particular show and career, e.g. a newsperson speaking on Lou Grant, a nurse speaking on the medical profession as portrayed in a medical program, etc.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Use major sources of occupational information to answer questions about a personally preferred occupation.

NO. II-6.3-0-02

ACTIVITY

"PREFERENCE REPORT"

FOLLOWING A PRECISE OUTLINE STUDENTS ANSWER QUESTIONS ON PERSONALLY PREFERRED OCCUPATIONS.

INFUSION AREAS

English
(report writing)
(outlines)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet "My Preferred Occupation'
- arrangements for access to library, career resource center, counseling office, community resources, etc.

USE WITH

individual

METHOD

individual study

media viewing

counseling

PROCEDURES

"PREFERENCE REPORT"

- Assign a research project for each individual's personal career file.

- Distribute worksheet on preferred occupation and ask students to write a report on an occupation of their preference.

Optional:

- Students research more than one occupation, answering the questions in the worksheet outline, and carry the descriptions to multiple choices on the career ladder.

STUDENT ACTIVITY WORKSHEET

"PREFERENCE REPORT"

INFORMATION ON MY PREFERRED OCCUPATION

I. Occupation of Job
  a. job description
  b. job duties
  c. working conditions
  d. why you might want it

II. What Does It Offer
  a. job future/advancement
  b. job availability
  c. salary/benefits
  d. advantages
  e. disadvantages
  f. hours or work/vacations

III. What is Needed to Get Job
  a. preparation required
  b. education/training
  c. physical demands
  d. worker requirements

IV. How do You Begin?
  a. what steps do you take now to get this job in the future?
  b. What are you already doing?
  c. school subjects needed for this job

Checklist
SOURCES OF OCCUPATIONAL INFORMATION

Choose at least five of these sources to research your preferred occupation. Include numbered references to your sources of information in your outline.

I. People to Talk To
  a. parents
  b. counselor(s)
  c. teacher(s)
  d. friend(s)
  e. relative(s)
  f. person(s) in that job

II. Things to Read
  a. career guides/pamphlets
  b. MOIS information
  c. Occupational Outlook Handbooks
  d. guides to college majors
  e. "Occupational Outlook Quarterly"

III. Things to Do
  a. visit a specific job setting
  b. use career filmstrips/ cassettes
  c. use MOIS computer
  d. observe someone doing the job
  e. get on-the-job experience
  f. volunteer for activity related to the job

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify several factors which influence occupational demand and availability.

NO. II-6.5-9-03

ACTIVITY

"THE JOB MARKET"

STUDENTS STUDY THE JOB MARKET - AREAS OF POTENTIAL EMPLOYMENT AND THE REASONS FOR THE RISE AND FALL OF OCCUPATIONAL DEMAND.

INFUSION AREAS

Economics
(job market)

Home Economics
(contemporary living)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a current list of the job market projections made by the Department of Labor, newspaper articles, information from MESC, or the like

USE WITH

large group

small group

METHOD

discussion

research

group work

individual study

PROCEDURES

"THE JOB MARKET"

- Distribute copies of current listings of job market - predictions, potential areas of employment, etc.
- Discuss where jobs will be in the next 10 years.
- Assign research on reasons why the occupational demand rises and falls; use newspapers, magazines.
- Create bulletin board of job opportunities five years from now.
- Students study opportunity predictions, make a "practice" selection, and research the occupation in keeping with their abilities, interests, and aptitudes.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify, from case studies illustrating a student's or a worker's efforts toward success or advancement, various factors enhancing or deterring those efforts.

NO. II-6.5-0-01

ACTIVITY

"THE DARTS-DICE GAME"

THE GAME LEADS STUDENTS TO AN EXAMINATION OF FAILURE, AND OF METHODS OF ATTAINING SUCCESS.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- preparation of lecture on success, failure, and coping
- worksheets "Statements About Success"
- Dart and Dice Game

INFUSION AREAS

Separate Activity

USE WITH

large group

small group

METHOD

lecture

discussion

group work

individual study

game

PROCEDURES

"THE DARTS-DICE GAME"

- Students learn that success is influenced by many factors such as self-concept, expectations of others' preparation, risk-taking.

- Students will examine the ingredients of success and the possibility of using failure as a learning experience to achieve ultimate success.

- Present lecture on such terms as stress, coping behavior, emotional stability, inward aggression and outward aggression.

- Students should suggest some socially acceptable and socially unacceptable ways of coping with stress.

- Individual students then describe a stressful situation to the class, and let other class members relate how they would cope in that situation, being as concrete as possible and reflecting as much emotional stability as they can.

- Each student completes worksheet "Statements About Success."

- Discuss responses and ask for examples of how the statement could aid one in understanding failure and success.

- Play the Darts-Dice game and discuss worksheet questions. Students should identify four methods of attaining success:

  1. Take moderate risks. Taking excessive, minimal or no risks diminishes opportunities for success.

  2. Take personal responsibility. Leaving things to chance is too passive and gives one little or no sense of accomplishment.

  3. Search the environment. Like football players who study game films, look the situation over very carefully from every angle so that you understand what is involved.

  4. Use feedback. Every time you take an action it produces a reaction that helps you learn how effective or "on target" your action was; when your action is off target, modify it.

Continued

PROCEDURES

"THE DARTS-DICE GAME"

"The Darts-Dice Game," Continued

- Students write a paragraph explaining how one person (famous people, fictional characters, or persons they know) used apparent failure as a learning experience to reach ultimate success.

SOURCE: "Self Appraisal for Decision-Making and Career Planning," Center for Vocational Education, Ohio State University. (CEDISS Fact Sheet #148)

Continued

STUDENT ACTIVITY WORKSHEET

"THE DARTS-DICE GAME"

Continued

STATEMENTS ABOUT SUCCESS

Mark each of the statements True or False, according to your own value judgment.

1. The more reasons individuals have in advance to believe that they can or will succeed, the more likely they are to succeed. __________
2. The more confident one is of one's basic worth, the more open-minded one becomes and the more likely one is to use feedback about one's efforts to achieve a goal. __________
3. The more an individual can link a new situation to failures he/she has experienced, the more likely he/she is to take the initiative in response to the new situation. __________
4. If individuals keep records of their progress toward achieving a goal to which they are committed, they are more likely to assess their situation in making decisions relevant to achieving that goal. __________
5. The more an individual feels honestly respected by others as a person capable of directing his/her own future behavior, the more likely he/she is to resist taking risks. __________

Key:
1. T
2. T
3. F
4. T
5. F

Continued

STUDENT ACTIVITY WORKSHEET

"THE DARTS-DICE GAME"

Continued

THE DARTS-DICE GAME

I. Purpose

The darts-dice game provides a means for students to discover and discuss rules of goal setting and attainment such as the following:

1. Take moderate risks.
2. Take personal responsibility for your actions.
3. Search your environment.
4. Use feedback.

For example, if a player depends on his own skill (i.e., throwing the darts) to win the game, he is taking personal responsibility. But if he chooses to cast the dice, he leaves the outcome to chance. The player will have the opportunity to take calculated risks, analyze his approach to the game equipment and revise his performance strategy.

II. Equipment and Regulations

Equipment:

1. Dartboard with seven possible scores (100, 80, 60, 40, 30, 20, 10) and at least six darts. A ring toss may be substituted for the dartboard if preferred.

2. Two dice (oversized if possible).

Regulations:

1. Darts are thrown from a distance of 12 feet. The bull's eye should be 4 feet 9 inches from the floor.

2. The dice are cast from a box or other container.

III. Rules of the Game

The object of the game is to make points on each throw of the darts or dice. Points are made by bidding on a score and then either making or bettering that score. Students may compete against one another individually or divide into teams.

Continued

STUDENT ACTIVITY WORKSHEET

"THE DARTS-DICE GAME"

Continued

One round consists of each player making six throws of the darts or dice. Before a player begins, he decides whether to throw the darts or cast the dice. Having once decided, he cannot change from one to the other during the round. Neither the dice nor the darts has a built-in advantage for scoring points. Thus, the player's basic choices are how he wants to earn points and how many points he will bid (i.e., whether to concentrate on bettering his scores, achieving unique results, or doing better than the other players).

For each throw of the dice or darts, the player states a bid, throws, and records the bid and results on the score sheet. If he/she makes or betters the bid, he/she receives the number of points bid. If the player does not make the bid, the player receives no points. Scoring possibilities are listed below.

Table of Scoring Possibilities

To score this number of POINTS	With DARTS you must throw...	OR	With DICE you must roll a...
100	100		2 on one die and 2 or 4 on the other
80	80 or better		2 (throw only one)
60	60 or better		2 or 4 (throw only one)
40	40 or better		2, 4, or 6 (throw only one)
30	30 or better		2, 3, 4, or 6 (throw only one)
20	20 or better		2, 3, 4, 5, or 6 (throw only one)
10	hit the board		2, 3, 4, 5, or 6 on either die (throw both)

Continued

STUDENT ACTIVITY WORKSHEET

"THE DARTS-DICE GAME"

Continued

- During post-game discussion, students should consider the following:

    1. The difference between personal responsibility and chance.
    2. Whether their degree of risk taking was effective or ineffective in terms of their achievement.
    3. How aware they were of learning by observing their own performance during the game.
    4. The extent to which they used this information about their performance to adjust their goals during the game.

- Students should analyze their behavior during the game to see whether it was achievement oriented, and how it affected their success and satisfaction in the game. The following questions may be used to generate such an analysis:

    1. Against whom or what were you competing?
    2. Why did you choose the darts or dice?
    3. Why did (didn't) you change your bids after the first round?
    4. Why did (didn't) you change to darts (dice) after the first round?
    5. Why did you choose the high (low) risk bids?
    6. Do you think it is as satisfying to win with the dice as with the darts?
    7. Can you think of other situations where you have the choice of taking responsibility or leaving the result to chance? Which choice to you usually make?
    8. In what situations have you taken the initiative to make things happen the way you wanted them to?

CAREER AWARENESS & EXPLORATION

OBJECTIVE

List at least five work-related experiences which he/she has had during the past year.

NO. II-6.6-9-01

ACTIVITY

"WHEN IS WORK, WORK?"

DISCUSSING WHEN WORK IS WORK AND WHEN WORK IS PLAY HELPS STUDENTS IDENTIFY THEIR OWN WORK-RELATED EXPERIENCES.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- discussion plan

USE WITH

large group

small group

METHOD

discussion

individual study

PROCEDURES

"WHEN IS WORK, WORK?"

- Ask each student in turn to verbally give one example of something experienced which he/she considers "work," e.g., cooking, mowing lawns, cleaning house, studying, baling hay, etc.
- Make a list of the responses on the board.
- Each student prioritizes this list on paper so that work activities are at the top of the list and pleasurable activities are at the bottom (i.e., sewing might be work to one and play to another).
- Compare answers aloud.
- Use this activity as a stimulus to a discussion regarding what makes work, "work." Use an example to illustrate the fact that a person can "play" basketball in high school but once turned professional, this person, still playing basketball, is working. Does the paycheck make that task work? Or do we all experience work-related activities whether or not we are paid?
- Discuss the term "work-related." Then each student constructs a list of at least five work-related experiences which he/she has had during the past year.
- Carry this activity a step further by asking students to identify whether he/she would be satisfied doing each of the listed experiences as a full-time job.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Indicate on a checklist, an extensive variety of work-related activities and experiences which he/she has had.

NO. II-6.6-9-02

ACTIVITY

"A CHECKLIST OF EXPERIENCES"

STUDENTS KEEP A RECORD OF A WIDE VARIETY OF WORK-RELATED EXPERIENCES THEY HAVE HAD.

INFUSION AREAS

Home Economics (contemporary living)

Social Studies (community)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- checklist of work-related activities

USE WITH

large group

small group

individual

METHOD

discussion

individual study

PROCEDURES

"A CHECKLIST OF EXPERIENCES"

- Each student keeps for his/her personal career file a record of work-related activities he/she has had using the attached worksheets for this.
- Discussion could follow allowing students to relate these activities to their tentative career goal.

STUDENT ACTIVITY WORKSHEET

"A CHECKLIST OF EXPERIENCES"

"My Work-Related Activities"

Mark activities you have done, or experiences you have had, with an "X" if you have done this once or twice, with an "MX" if you have done this many times.

HOME

____ yard work
____ repaired furniture
____ took care of sick or elderly people
____ worked out my own budget
____ decorated my room
____ changed car or bike tire
____ read newspapers and magazines of interest
____ helped sell things at a garage sale
____ raised animals to be sold
____ trained a pet
____ collected and studied things like rocks, insects, shells
____ sorted mail
____ replaced burned-out fuses
____ shoveled snow
____ repaired a toy

NEIGHBORHOOD AND COMMUNITY

____ instructed others in sport or game
____ took care of neighbor's house/plants/pets
____ handed out advertising or political notices
____ worked on neighborhood improvement project
____ visited an older person to cheer him/her
____ playground supervisor
____ assistant coach
____ hospital volunteer
____ assistant scout leader
____ attended a symphony or rock concert
____ participated in Scouts or 4-H

OTHER EXPERIENCES

____ ______________________________
____ ______________________________
____ ______________________________

SCHOOL

____ helped a teacher
____ office assistant
____ wrote for school paper
____ sold magazines, candy, etc.
____ ran for school office
____ sold tickets for school activity
____ made announcements over PA system
____ operated A-V equipment
____ helped construct a float or sets for play
____ encouraged others to join a group
____ participated in club or sport

CHURCH

____ sang in choir
____ planned a church event
____ worked in service group
____ helped with instruction/services

OCCUPATIONAL

____ newspaper route
____ babysitting
____ lawn or yard care
____ snow removal
____ car washing
____ office work
____ clerk in store
____ stock person
____ bagger in grocer's
____ life guard

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Indicate part-time and/or volunteer jobs he/she hopes to undertake during high school years as a means of gaining work-related exploratory experiences.

NO. II-6.6-9-03

ACTIVITY

"EXPERIENCE NETWORK"

STUDENTS BECOME AWARE OF PART-TIME WORK OR VOLUNTEER JOBS AVAILABLE TO THEM THROUGH INTERACTION WITH COMMUNITY AGENCY PERSONNEL AND HIGH SCHOOL STUDENT WORKERS.

INFUSION AREAS

separate activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- contact resource persons to talk to class about volunteer job opportunities available locally

USE WITH

large group

METHOD

discussion

resource persons

site visits

PROCEDURES

"EXPERIENCE NETWORK"

- Class brainstorms, generating a list of jobs older students have.
- Invite community agency personnel to share volunteer opportunities in hospitals, with senior citizens, etc.
- Ask working high school students to discuss with class the jobs they hold, problems in holding a job, maintaining grades, rewards.
- Students indicate potential jobs of interest to them.

Optional:

- Provide opportunity for students (individually or in small groups) to observe or "shadow" job preferred.
- Students then share with class their expectations and what they observed on the site.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effects of multiple internal factors on family role, (e.g. family structure, sex-role expectations, affluence, etc.).

NO. II-8.2-9-01

ACTIVITY

"IT'S MORE THAN CHORES"

STUDENTS WILL IDENTIFY OCCUPATIONAL ROLES OF FAMILY MEMBERS AND THE MULTIPLE JOBS OF EACH WITHIN THE FAMILY ROLE.

INFUSION AREAS

Home Economics
(family living)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- none

USE WITH

large group

small group

METHOD

discussion

group work

individual study

PROCEDURES

"IT'S MORE THAN CHORES"

- As a class or in small groups, students will generate a list of "jobs" done within the family, e.g. cook, plumber, gardener, etc. The list should be quite extensive.

- Individually, the students list their family members, their occupational roles and hours at work, and their home responsibilities. (The occupational role of the student is "student.")

- In compiling a larger class list, students should realize, through guided discussions, that:

  a. family structures are not all the same
  b. sex-role expectations are different - that there are no real "male" and "female" roles
  c. cooperation is required to make the family run smoothly.

- After a discussion of the student expectations of the adult family members, students identify family jobs and responsibilities which they could assume and project the consequences of such actions.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effects of multiple external factors on family role (e.g., economics, community norms, government policies, etc.).

NO. II-8.2-9-02

ACTIVITY

"WHAT SHAPES FAMILY ROLES?"

A VARIETY OF ACTIVITIES ENCOURAGES STUDENTS TO EXAMINE FACTORS IN THEIR ENVIRONMENT/CULTURE THAT INFLUENCE MALE/FEMALE ROLES, FAMILY ROLES, AND THEIR OWN LIFESTYLES.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

Optional:

- speaker and/or media, e.g., audiovisual programs stressing changing roles, e.t. "Freestyle" videotapes (National Institute of Education); contact local public television station or Lenawee Intermediate School District, REMC #19.

INFUSION AREAS

English
(debating)
(research paper)

Home Economics
(contemporary living)

Social Studies
(roles)
(community profile)

USE WITH

large group

small group

METHOD

discussion

group work

media viewing

individual study

resource person

PROCEDURES

"WHAT SHAPES FAMILY ROLES?"

- This strategy includes a collection of activities:
- View audio-visual programs on changing roles. Discuss changing roles.
- Students bring to class news articles which relay non-traditional activities participated in by both males and females. Present and discuss.
- Divide the class into three groups. One group presents an objective case regarding changing family roles, what they are and why they are changing, including as many influential factors as possible.

  Follow this factual presentation with a debate conducted between the other two groups. Each group takes a subjective stance regarding, on one side, the positive features of role change and on the other the more traditional view, the negative factors of role change.

  Good debating procedures should be followed and a follow-up questionnaire could check on student opinions - prior to the debate and how they might have changed.
- Invite a speaker to class from the local Child Guidance or Children and Family Services Bureaus to speak on the topic of Revised Family Structure and Its Effects on Children.
- Assign the students a paper to address the issue of community and family. Students supply a profile of the characteristics of the community and discuss how these characteristics influence their individual families and lifestyles.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

List factors that affect what a city dweller does for his/her community and that affect what a citizen of a small town does for his/her community.

NO. II-9.2-9-01

ACTIVITY

"RALLIES OR ROADBLOCKS"

SMALL GROUPS PRESENT SKITS WHICH DEMONSTRATE FACTORS THAT HELP OR HINDER CITIZEN INVOLVEMENT IN EACH OF TWO DIFFERENT SETTINGS - CITY AND RURAL.

INFUSION AREAS

Social Studies (community dynamics)

English (dramatization)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- instructions attached

USE WITH

large group

small group

METHOD

discussion

role play

simulation

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

PROCEDURES

"RALLIES OR ROADBLOCKS"

- Divide class into small groups of six-eight persons.
- Set definitions for "city" and "rural" at the local level or define at teacher's discretion.
- Give each student a copy of the following instructions:

CIVIC ACTIVITIES - CITY AND RURAL

You value being an asset to your community. 1. You want to volunteer to work on at least one civic activity, such as a clean-up campaign. 2. You want to keep up with what is happening in the community. 3. You want to become a member of one community group and attend all meetings.

What plan of action can you pursue to accomplish one or more of these civic-related activities?

As a group, choose either a city or rural setting and plan a skit to demonstrate either the difficulty or ease of following your plan of action.

- Present your skit to the class.

Example: As a member of a small community, you pass through an area that needs cleaning up so you call some neighbors to pitch in and help. As a citizen of the city, you might call the mayor or health department to find out why that area has not been cleaned up yet.

- After each skit initiate discussion of the factors that affect citizen involvement in city and rural settings, that were brought out in that skit. List them on the board. The list will probably include:

size of community
location
economy
availability of government agencies to meet community needs (organizations, volunteer services, etc.)
amount of red tape
group wants, demands, needs, pressures, traditions
social and interpersonal relationships

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify conditions in a society that facilitate or hinder the exercising of individual rights and responsibilities and describe the impact of each.

NO. II-9.2-9-02

ACTIVITY

"INDIVIDUAL VS SOCIETY"

SMALL GROUPS EXAMINE CURRENT NEWSPAPER ARTICLES ON TOPICS STUDIED IN SUBJECT AREAS. THEIR ANALYSIS CONCERNS THE ISSUE OF SOCIETY FACILITATING OR HINDERING THE EXERCISING OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- examples of individual rights discussed in recent news articles
- situations and examples of individual rights pertinent to subject area
- local and regional newspapers

INFUSION AREAS

Social Studies
(current events)

History
(citizen rights)

English
(news analysis)

USE WITH

large group

small group

METHOD

discussion

group work

media viewing

individual study

PROCEDURES

"INDIVIDUAL VS SOCIETY"

- Depending on subject area, teacher may identify an example of society and individual rights and responsibilities in existing lesson.

  Examples:
  - freedom from slavery
  - women voting
  - child labor laws

- To expand this topic, students bring in local and regional newspapers.

- Divide class into small groups (three-four) and have them scan the papers and cut out articles that feature some current examples of individual rights and responsibilities v.s. society.

  Examples:
  - "Atheist wants to bar the Pope from holding services on public land."
  - "Gay G.I. wants to stay in army."
  - "Jane Fonda cries, 'No More Nukes!'"
  - "Controversial H-Bomb is finally published."
  - "Becky wants to play high school football."

- Each group should find at least five articles.

- They need to identify the primary focus of the article - what individual rights are being promoted v.s. society's rights.

- The total class should share their findings which can be grouped into categories and pasted on colorful paper on bulletin boards.

- These can be on display and students can bring in additional articles of discussion regularly.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify factors which will facilitate and inhibit a citizenship goal given a case study of a citizen's interests, talents and desires, and the community in which he/she lives.

NO. II-9.2-9-02

ACTIVITY

"ON BECOMING MAYOR"

FROM A CASE STUDY, STUDENTS REVIEW THOSE FACTORS THAT ARE IMPORTANT IN REACHING A GOAL AND THOSE PIECES OF INFORMATION THAT ARE RELEVANT.

INFUSION AREAS

English
(writing)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- sample case study

USE WITH

large group

small group

METHOD

discussion

group work

individual study

PROCEDURES

"ON BECOMING MAYOR"

- Distribute copies of the case study; see sample.

- Students read case study and identify the information:

    a. which will help P.A. reach her goal of becoming mayor
    b. which will hinder P.A. from reaching her goal
    c. which is unimportant and irrelevant.

- Students discuss/debate P.A.'s chances of becoming mayor.

- Students write individual case studies in which they identify a personal (or other) citizenship goal, and factors and information about the people and situation.

STUDENT ACTIVITY WORKSHEET

"ON BECOMING MAYOR"

- Read the following case study carefully:

P.A. wants to be the mayor of her community. She is in her late 40's and is single. She has taught political science, psychology, U.S. history and geography, and contributes much time and energy to civic projects. In particular, she likes to motivate young people to try out their civic responsibilites. She is very busy at school and in her church.

As a student in school, she served on the student council and as a class officer. She did belong to a rather mischievous gang during her teens.

P.A. tends to be rather outspoken and has a blood pressure problem. She gets things done efficiently and organizes people and projects well.

The community in which she lives is very conservative. The people back the schools, but are reluctant to spend money on street improvement, police and fire protection, and community youth projects.

- Identify information which:

a. will help P.A. reach her goal of becoming mayor
b. will hinder P.A. in her goal
c. is unimportant and irrelevant.

DECISION MAKING

OBJECTIVE

Given a list of future life role decisions, describe his/her current levels of involvement in planning for decision making.

NO. III-10.1-9-01

ACTIVITY

"PLANNING TO DECIDE"

FROM A LIST OF DECISIONS THEY WILL BE FACED WITH IN THE FUTURE, STUDENTS DETERMINE THE EXTENT OF THEIR PRESENT INVOLVEMENT IN DECISION-MAKING.

INFUSION AREAS

English
(communications)

Guidance
(life roles)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of future life-role decisions

USE WITH

large group

METHOD

discussion

individual study

PROCEDURES

"PLANNING TO DECIDE"

- Present to the class a list of future life-role decisions such as:
  - getting a job
  - quitting school
  - going to college
  - getting married
  - buying a car
  - moving to another state

  etc.

- Each student chooses the most important item to him/her and prepares a written or verbal (depending on situation) report which will include:

  a. why they chose the topic
  b. the importance of that choice
  c. what they think they must do to meet their expectations, and
  d. how far they are from making the decision (time)

- Students will probably need time in class and overnight to complete the task.

- The second day can be used for class discussion on the nature of the assignment, its degree of difficulty, and personal sharing of what students wrote.

DECISION MAKING

OBJECTIVE

Identify which is most complex in a set of decisions.

NO. III-10.1-9-02

ACTIVITY

"ON A SCALE OF 1 TO 10"

STUDENTS RANK DECISIONS FOUND IN CURRENT EVENT MATERIAL AND IN THEIR OWN LIVES ON A SCALE OF 1 to 10 - LEAST TO MOST COMPLEX.

INFUSION AREAS

Social Studies
(current events)

Home Economics
(decision-making)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- decision worksheets

USE WITH

large group

individual

small group

METHOD

discussion

individual study

PROCEDURES

"ON A SCALE OF 1 TO 10"

- Give a brief lesson on the complexity of decision-making using examples.
- Distribute to students a set of worksheets (two per student).
- Over a two-three day period (exact time period left up to teacher) students list on one worksheet as many decisions as they can locate in current events material, and as many personal decision as they can remember on the other worksheet.
- Current events material decisions are those decisions found in newspapers, on television or radio news, or from other current event sources. Personal decisions refer to decisions of any type made by the student themselves.
- The decisions of both the current events worksheet and the personal worksheet are given a ranking by the student on a 1 - 10 scale - least to most complex.
- Review the current event decisions in class.
- The students then review and re-evaluate their own personal decisions and, if willing, share them with the class.

DECISION MAKING

OBJECTIVE

Identify factors that have the greatest/least influence on a given decision.

NO. III-10.2-9-01

ACTIVITY

"THE MOST INFLUENTIAL INFLUENCE"

STUDENTS EXAMINE TO WHAT EXTENT A VARIETY OF LISTED FACTORS INFLUENCE THEIR POSSIBLE OCCUPATIONAL CHOICES.

INFUSION AREAS

Home Economics
(personal choices)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Influences"
- Book: Career Exploration and Planning by Bruce Shertzer (Houghton Mifflin, 1973)

USE WITH

large group

individual

METHOD

individual study

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

PROCEDURES

"THE MOST INFLUENTIAL INFLUENCE"

- Students complete the worksheet, "Influences."
- After each student is finished, the class could discuss the importance of influences, where they come from, and why they are important or not important in making decisions.

STUDENT ACTIVITY WORKSHEET

"THE MOST INFLUENTIAL INFLUENCE"

INFLUENCES

A. Below are listed several factors that are often believed to influence a person's occupational choice. As you think about your possible occupational choices, indicate the extent to which the following factors influenced your choice or choices. Use the following keys to indicate the extent of influence:

G - great influence
S - some influence
N - no influence
X - negative influence

______ Family
______ School
______ Church
______ Friends
______ Parents' occupations
______ Neighborhood

______ Your sex
______ Social class
______ Your race
______ Your ability
______ Your interests
______ Your temperament

B. List the three factors that you consider to have had a positive influence upon your vocational choice up to now: ______________________
____
____

C. As you think about it, what factor has had the most influence on your present thinking about a possible vocational choice? ______________
____
____

D. How has it influenced you? ______________________________
____
____
____

Source: Career Exploration and Planning by Bruce Shertzer, Houghton Mifflin, 1973.

OBJECTIVE

Recognize various decision-making styles, given descriptions of career decisions.

NO. III-10.2-9-02

ACTIVITY

"THREE CRITICAL DECISIONS"

USING WORKSHEETS AND A SERIES OF CASE STUDIES, STUDENTS LEARN NUMEROUS DECISION-MAKING STYLES.

INFUSION AREAS

Home Economics (contemporary living)

English (drama)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Relative Importance of Decisions" and "Three Critical Decisions" (attached)
- workbook and leader guide: Decisions and Outcomes by Gelatt, Varenhorst, Carey and Miller (College Entrance Examination Board, 1979)

USE WITH

large group

small group

METHOD

discussion

group work

PROCEDURES

"THREE CRITICAL DECISIONS"

- Distribute "Relative Importance of Decisions" worksheets.
- Students complete worksheets; review various strategies.
- Distribute "Three Critical Decisions" worksheets.
- After students have completed this worksheet, divide class into small groups to discuss choices each student made.
- Reach a class consensus on decision-making strategies used in each case described on the worksheet.

Relative Importance of Decisions

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions according to how they are made may include the following:

0	1	2	3	4	5
Not generally perceived as being under your control; decision made by others.	Automatic or routine; never think about it before deciding; habitual.	Occasionally think about it before deciding.	Think about it but don't study it or investigate it.	Study about it a little; think about it a little; ask others about it before deciding.	Study and think about it a lot; ask questions; read about it before deciding.

The following table lists 15 decisions typically faced by many people today. Read the list and consider how you would make each decision. Write the appropriate code number (0, 1, 2, 3, 4, 5) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

TYPICAL DECISIONS	CATEGORY
1. To get up in the morning	
2. What to eat and when	
3. To tell the truth	
4. To criticize a friend behind his back	
5. To drink alcohol	
6. To take a summer job	
7. What books to read	
8. To use drugs besides tobacco and alcohol	
9. To stop at STOP signs	
10. To drive beyond the speed limit	
11. To ride a motorcycle	
12. To go to school	
13. To believe in God	
14. Where to dispose of waste paper and wrappers	
15. What movie to see	

Source: Decisions and Outcomes, Gelatt et al.

Continued

"THREE CRITICAL DECISIONS"

Now, think back over the past week or month and list below some decisions you have made. Try to include some decisions in each of the following areas:

Personal and social decisions
Health and safety decisions
Educational and career decisions
Moral and ethical decisions
Common, everyday decisions

Using the same scale as in the previous table, indicate the appropriate decision category for your list.

DECISION CATEGORY
0 = Not under my control
1 = Automatic
2 = Occasionally think about it
3 = Think about, but don't study
4 = Study a little bit
5 = Study a lot

DECISIONS	CATEGORY
1.	
2.	
3.	
4.	
5.	
6.	

What did you learn from this exercise?

____

Were most of your decisions automatic?

____

Are there many decisions out of your control?

____

What kind of decisions were given a lot of thought?

____

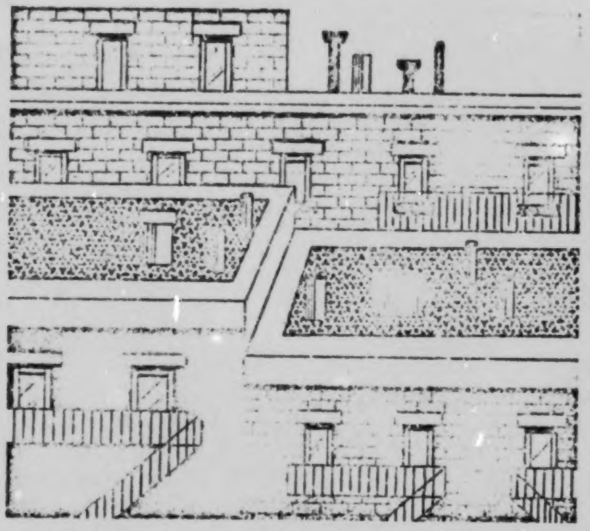
Were some important decisions *not* on these lists?

____

Continued

Three Critical Decisions

Below are three examples of critical decisions to be made. In each example, the person needs to consider values and objectives, assess information, and use a strategy. Think about each story, and answer the questions following it. If you apply the decision-making process to each story, you will receive practice in making important decisions in a rational, systematic way.



Jane Johnson

Jane Johnson looked out the windows of the twenty-third floor plush law office where she was about to be interviewed for an important position with a prestigious firm. She was amazed at how close the section of town in which she grew up seemed from high in this building, and she thought to herself how near and yet how different it was. She wondered if the people living in those rundown tenements below ever looked into this huge building of steel and glass and wondered what was going on in it. Jane thought how long it seemed since she had gone away from a tenement and on to college because a counselor had helped her obtain a scholarship. After college, she had gone to law school. With five successful years in a respectable law firm behind her, she now had a chance to advance herself both professionally and financially in this new job. As she thought about how far she had come in the 12 years since she left that tenement building, she felt a bit uneasy. She suddenly remembered the many times she had promised herself that if she ever got to college and into a position where she could help people, she would do it. As a lawyer she knew there was a great deal of help she could give. In fact, she was reminded of it every day in the newspapers. But somehow, as the years passed, she seemed to move further from her pledge to help her people. Her financial obligations to help a younger brother and sister through college seemed to widen the gap between her recent actions and her pledge to be of service to society.

Now, she was going to be asked to take another step away from her promise. In this job, she would work in corporate law at a level far removed from those problems she knew existed in that bleak, depressed area of the city that had once been her home. If she turned this job down now, it might be some time before she had a chance at something similar. In order to keep her promise she would have to explore alternatives, which she knew could never be as rewarding financially.

What are Jane's alternatives?

Can you think of other alternatives for her to consider?

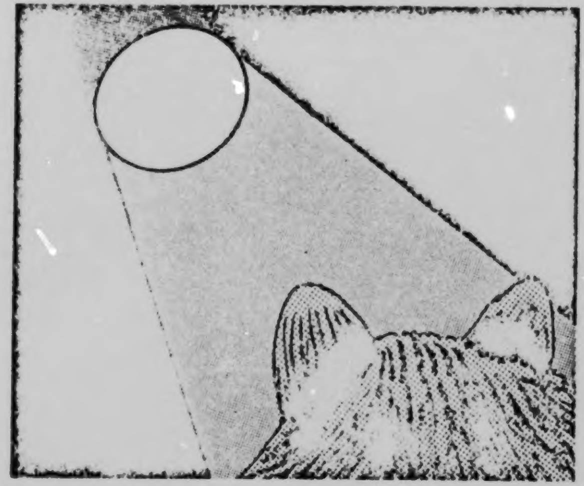
What does Jane value?

Are her values in conflict?

What additional information might be useful to Jane before she makes her decision?

What do you think Jane decides? Why?

What strategy does she use?



Mr. Martin

One night Jim and Tony Martin, aged 10 and 12, heard some noises behind their house. With flashlights in hand they went to investigate. As they neared the commotion, they were suddenly attacked by two animals that turned out to be raccoons. Both boys were severely bitten and scratched. They ran into their house terrified.

Mr. Martin immediately called the doctor and explained what had happened. An examination revealed that the boys had at least several bites that had penetrated deep into their arms and legs. The doctor's prescription was for them to rest. After caring for the wounds he told Mr. Martin that he would investigate the number of cases of rabies in the area. The doctor was afraid that the boys might have been infected, because raccoons are often rabid. If there were any danger of rabies, the boys would have to have a series of antirabies shots that would be extremely painful. The doctor told Mr. Martin that they would have a week within which to decide whether to administer the shots. Two days later the doctor called Mr. Martin to say that no known cases of rabies had been reported in a 50-mile area within the past 20 months. In

Source: Decisions and Outcomes, Gelatt et al.

Continued

the last reported case of rabies, 20 months ago, it was not determined whether a cat or raccoon had been the source of the bite. The doctor recommended to Mr. Martin that he not have the boys take the antirabies shots. He said that the chances that the raccoons were rabid was 1,000 to 1. Mr. Martin decided to get more information about the situation. He asked several other doctors, including two veterinarians, and they agreed with his family doctor's recommendation that antirabies shots were probably not necessary.

Mr. Martin still was not convinced that he was ready to make a decision to follow the doctor's recommendation. Only a few months before he had read about the first and only survivor of rabies—a young boy who had been kept under intensive medical care for more than six months. Mr. Martin also had read that the disease affected the nervous system and was marked by a painful period prior to death.

A local druggist friend of his recalled that there were several cases of rabies within the past five years, and he recommended that the boys be given the shots. He also told Mr. Martin that the shots were not always successful and that sometimes people had reactions to the rabies serum that resulted in partial paralysis. Mr. Martin checked what the druggist had told him with his family doctor about the chances of a severe reaction to the rabies shots; the doctor said the odds were about 5,000 to 1 against any permanent severe paralysis occurring.

After carefully considering all his alternatives, Mr. Martin decided to have the antirabies shots given to his sons.

On the basis of his decision, what did Mr. Martin value most?

How do you know this?

What might be a clear objective that Mr. Martin had in mind when he made his decision?

Did he have alternatives he could have chosen but did not consider?

What would you have done? Why?

What strategy did Mr. Martin use?

Johnny Lately

Johnny Lately is a boy of little better than average ability whose goals are decidedly academic. He wants to be a scientist. At Center City High he has doggedly pursued a mathematics and science curriculum since his freshman year.

Johnny is a careful decider—he always ponders a problem, looks at all possible angles, and goes through an agonizing appraisal before he is ready to make a decision. Although this kind of perfection may be considered a strength, it sometimes also is a weakness. Needing to feel secure before he commits himself, he constantly gets into trouble because he tries to consider all information before he makes a decision.

Johnny is the oldest child in a family of 11. His father died of cirrhosis of the liver; Johnny lives with his mother and stepfather, neither of whom finished high school. Johnny's mother supports his desire to go to college, but his stepfather wants him to go to work. The stepfather does not work, and the family is supported by welfare.

Johnny wants to attend Canyon College because it is a small college and he feels that he will not get lost in the shuffle. It will be important for him to have someone, a "big brother" and adviser, to whom he can talk. Although he wants very much to attend Canyon, he knows that he would have a much easier time academically at Yorktown State College, located in his home town. He has decided against State University because it is very large and the academic pressure would be great. Also, if he goes to Yorktown State he can keep his part-time job at the post office. There is a great deal of pressure from his family and friends to go to Yorktown State. His family feels that he should help support them. His friends will accuse him of "selling out" if he, a black student, elects Canyon, an upper-middle-class, predominantly white college.

Johnny worries about his success at Canyon for another reason: how likely is it that, given his academic history and his intellectual achievement, he can reasonably expect to survive at Canyon, let alone pursue a science curriculum? This, coupled with the thought of the pressures from his friends and parents if he goes to Canyon instead of Yorktown State, is preventing him from making a decision.

What do you think Johnny decides?

Why?

What choice has the most risk?

What choice has the least risk?

What kind of decision-making plan could you develop to help Johnny?

DECISION MAKING

OBJECTIVE

Identify multiple occupations for which a person with a given interest might be suited.

NO. III-11.1-9-01

ACTIVITY

"OCCUPATIONS AND INTERESTS"

USING A VARIETY OF INTERESTS RELEVANT TO A SUBJECT AREA, STUDENTS RESEARCH OCCUPATIONS WITHIN THE INTEREST AREA.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- scheduling the media center or room where MOIS is scheduled
- scheduling with media specialist or counselor a presentation of MOIS and other career information
- preparation of report guidelines
- MOIS, Encyclopedia of Careers, Dictionary of Occupational Titles, Desk-Top kits, vertical files, and other occupational information available to students

USE WITH

large group

small group

individual

METHOD

discussion

group work

media viewing

individual study

counseling

PROCEDURES

"OCCUPATIONS AND INTERESTS"

Designed for a one-week unit:

- Day One: Divide class into small groups and assign each group a particular interest. (Teacher may want to use only the areas that pertain to his/her subject matter, e.g., Science teachers might choose Plants, Animals, Astrology, Diseases, Energy, Chemicals, etc.).

- Class receives orientation to the MOIS program and other Career Education materials.

- Day Two: Each group receives the guidelines for the information they will gather:
  - different occupations within the interest group
  - brief description of each occupation
  - necessary requirements for the job
  - salary range
  - necessary education
  - job outlook

  Each student in the group is required to collect all the data for each occupation (two-four days).

  Days Two through Four: Students use the microfiche viewer and other career information on a rotating basis. When each group has used the MOIS and at least two other career sources, they will begin to compile the information for the final group report to be shared with the class.

  Day Five: Group reports and class discussion. Students may be asked at the end of the unit for their reaction to this experience.

DECISION MAKING

OBJECTIVE

Identify multiple occupations for which a person with a given physical or mental skill might be suited.

NO. III-11.1-9-02

ACTIVITY

"THREE JOBS - ONE PERSON?"

SMALL GROUPS DEVELOP LISTS OF DIFFERENT JOBS THAT ONE PERSON POSSESSING A VARIETY OF SKILLS COULD PERFORM.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- Books: Dictionary of Occupational Titles, Occupational Outlook Handbook, multiple copies of each

INFUSION AREAS

Any Subject Area

USE WITH

large group

small group

individual

METHOD

discussion

group work

PROCEDURES

"THREE JOBS - ONE PERSON?"

- Divide class into small groups.

- Each group creates a list of physical and mental skills - students may use themselves as resources.

  Example:

  "SKILL SHEET"

Mental Skills	Physical Skills
good memory	quick and peppy

- Students then circle on their worksheets 10-15 skills that describe someone they know, or an imaginary person.

- On the bottom of their worksheets, students write at least three different occupations that the person they have identified or made up could be suited for. Students refer to resource materials for job identification.

Optional:

- Small groups can view filmstrips or review occupational information in DOT's for any one of their listed occupations, adding the skills needed by the worker that they did not originally have on their list.

DECISION MAKING

OBJECTIVE

Classify as helpful or not alternative ways a person might work toward achieving a life goal.

NO. III-11.1-9-03

ACTIVITY

"(UN)ACCEPTABLE ALTERNATIVES"

GIVEN A HYPOTHETICAL SITUATION, STUDENTS DISCUSS ACCEPTABLE AND UNACCEPTABLE ALTERNATIVES THEY COULD CHOOSE TO RESPOND TO THE SITUATION.

INFUSION AREAS

English
(drama)

Home Economics
(relationships)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Alternatives and Related Information" and "Acceptable and Unacceptable Alternatives"
- workbook and guide: Deciding by Gelatt, Varenhorst and Carey (College Entrance Examination Board, 1972)

USE WITH

large group

small group

individual

METHOD

discussion

individual study

counseling process

PROCEDURES

"(UN)ACCEPTABLE ALTERNATIVES"

- NOTE: Frequently a person rejects an alternative as non-existent because in reality he/she feels it is not acceptable. Whether an alternative is acceptable or not is actually a matter of a person's values. Throughout the decision-making program, values are the important variable. The more vivid this fact can be made to students, the more seriously they may consider their values. This exercise should illustrate this point.

- Introduce the exercise by indicating that people sometimes ignore an alternative because they think they do not like it. In this exercise students will be asked deliberately to hunt for the unacceptable alternative.

- Distribute worksheets; discuss the situation, the objectives and ask students to complete worksheets.

- Discuss what students listed as unacceptable and acceptable and the reasons for their choices. Ask students why there should be differences.

- Ask students to suggest a situation that is of concern to the majority of them. Students write the situation down and fill out the last half of the second worksheet.

- Discuss the results of the second situation.

Alternatives and Related Information

In order to select from the various alternatives before him, a person usually needs additional information related to the alternatives. Sometimes, in seeking the information, he discovers even more alternatives.

Below is a situation that demonstrates how alternatives and information related to them can aid you in making a decision. See if you can think of alternatives besides the ones already given. After you have listed your alternatives, add any other information you would need before you chose the best alternative for you.

Situation: You are going with a boy or girl that your parents can't stand. They will not like it if you keep him or her as a friend.

Your values (related to this situation): You want respect for your judgment; independence; friendship. (Add your own values.)

____

____

Objective: To keep your friend and to get your parents to change their minds about the friend and to have more respect for your judgment.

Alternatives (list all possible alternatives that meet your objectives)	*Information* (list the information you need to have about these alternatives)
1. Have a family conference with parents.	1. The mood your parents are in before asking for a family conference.
2. Talk to friend about what to say and how to act during a visit at your house.	2. Whether or not your friend suspects your parents' attitude.
3. Look at your friend again to be sure your judgment is good.	3. What is it that really "bugs" your parents? What evidence do they have?
4. ____________________	4. ____________________
5. ____________________	5. ____________________

"ALTERNATIVES"

Now, imagine yourself in the situation below. Try to think of alternative courses of action you might take and information you would need before you decided which course was best for you.

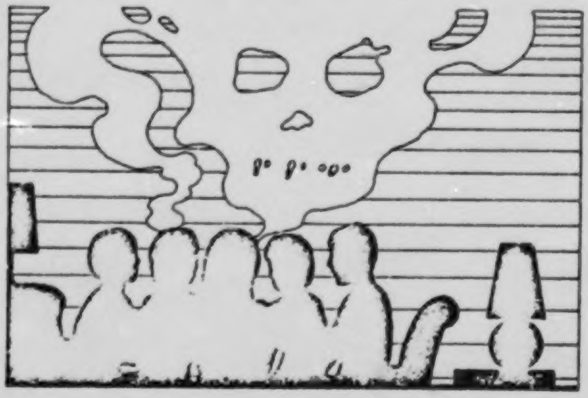
Situation: Your friends are urging you to join them in smoking pot. They kid you constantly. You don't really want to join them, but you do want their friendship.

Your values: Independence; health; get along with parents; get along with law; and be part of a group. (Add your own values.)

____

____

Objective: To retain the friendship of the group, but not have to smoke pot.



Alternatives (list all possible alternatives that meet your objectives)	*Information* (list the information you need to have about these alternatives)
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________

Source: Deciding, Gelatt, Varenhorst, Carey. (CEEB)

Acceptable and Unacceptable Alternatives

When is an alternative unacceptable? What is acceptable or unacceptable to a person is usually determined by his values. In the situation below, see if you can identify acceptable and unacceptable alternatives. Why are they either acceptable or unacceptable? (Some examples of alternatives are given. Can you think of others?)

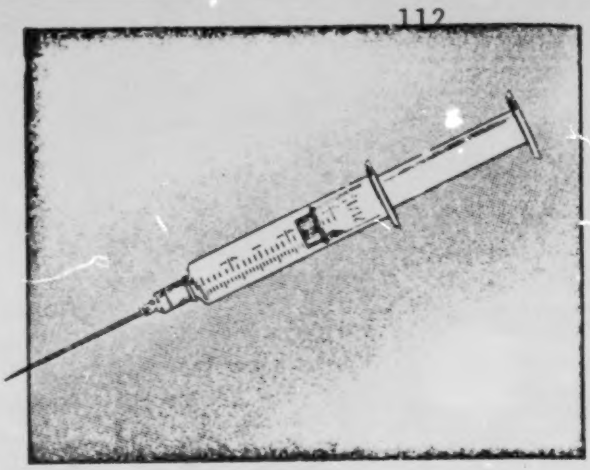
Situation: You have a friend who confesses to you that he is hooked on drugs.

Your values: Loyalty. (Add your own values.)

____

____

Objective: You want to help him get "unhooked" and you know that he has not felt free to talk to anyone else.



Unacceptable alternatives	*Why are these unacceptable?*
1. Turn friend in to police.	1. ____
2. Tell your friend's parents.	2. ____
3. ____	3. ____
4. ____	4. ____
Acceptable alternatives	*Why are these different from the unacceptable?*
1. Get advice from drug counselor on how to help your friend.	1. ____
2. Get the telephone number of local Drug Help Center.	2. ____
3. ____	3. ____
4. ____	4. ____

Take a situation that is of real concern to you or your group of friends, and apply a similar analysis to your situation. After you have identified the acceptable alternatives in the situation, list the information that you need to have about these alternatives.

Situation: ____________________

____

Your values: ____________________

____

Objective: ____________________

____

Unacceptable alternatives	*Why are these unacceptable?*
1. ____	1. ____
2. ____	2. ____
3. ____	3. ____
Acceptable alternatives	*Information needed about acceptable alternatives*
1. ____	1. ____
2. ____	2. ____
3. ____	3. ____

Source: Deciding, Gelatt, Varenhorst, Carey (CEEB)

DECISION MAKING

OBJECTIVE

Identify various options in a given complex social situation.

NO. III-11.1-9-04

ACTIVITY

"A COMPLEX SITUATION"

DRAMATIZATIONS BY SMALL STUDENT GROUPS INITIATE A CLASS DISCUSSION ABOUT OPTIONS INVOLVED IN A COMPLEX SOCIAL SITUATION FOUND IN HISTORY, LITERATURE, OR THE STUDENTS' LIVES.

INFUSION AREAS

Social Studies
(historical incident)

English
(literature - conflict situation)

Home Economics
(contemporary living)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- chalkboard

USE WITH

large group

small group

individual

METHOD

discussion

role playing

group work

PROCEDURES

" A COMPLEX SITUATION"

- Divide class into small groups of three-five.

- Instruct each group to prepare within a few days to role-play a complex social situation.

  Example

  Any situation is appropriate if it requires a decision with a large number of conflicting and overlapping options and variables such as the decision to stop the Viet Nam war or to grant amnesty to the draft resisters (choose current issues similar to these). Preferred situations include numerous options and are of relevance to the students.

- Give students a few illustrations of complex social situations found in history or literature; or they may choose a situation from their own lives.

- After each group has presented their dramatization, each group's leader leads a short discussion with the whole class as to the nature of the conflict, the kinds of options portrayed, etc.

- Summarize and introduce the next group.

OBJECTIVE

Report personal examples of both systematic and unsystematic decision making.

NO. III-11.3-09-01

ACTIVITY

"GREAT STRATEGIES"

STUDENTS REVIEW CASE STUDIES AND IDENTIFY NUMEROUS TYPES OF DECISION-MAKING STRATEGIES.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Decision-Making Strategies" and "Identifying Strategies"
- workbook and guide: Deciding by Gelatt, Varenhorst, and Carey (College Entrance Examination Board, 1972)

INFUSION AREAS

Home Economics (contemporary living)

USE WITH

large group

individual

METHOD

lecture

discussion

individual study

PROCEDURES

"GREAT STRATEGIES"

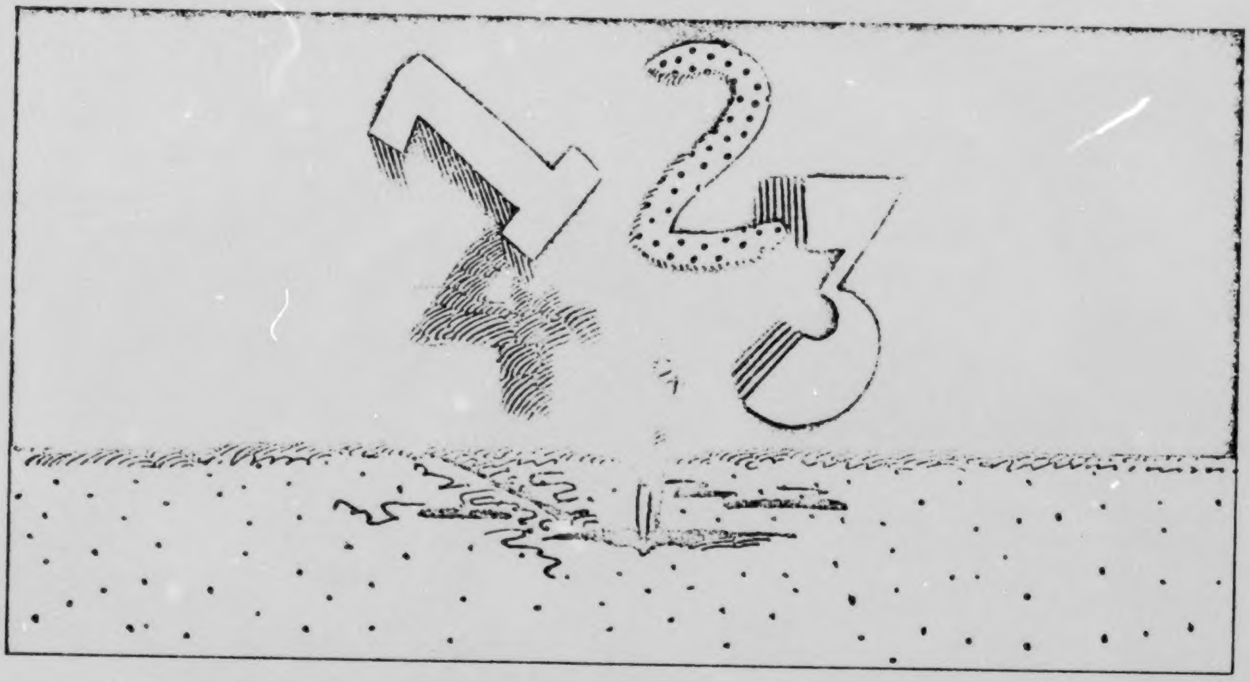
- Discuss definitions of different types of decision-making strategies with an example of each (see worksheets).
- Each student completes the worksheets.
- When activity is completed the class can discuss their personal reactions to the exercise.

Decision-Making Strategies

A strategy is a *plan of action*; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision-maker.

Since all important decisions probably involve some risk or some uncertainty, how will the decision-maker finally choose in the face of these unknowns? The four most common *risk-taking strategies* are as follows:

Wish strategy	Choice of the alternative that *could* lead to the most desirable result, regardless of risk.
Escape strategy	Choice of the alternative that is most likely to avoid the worst possible result.
Safe strategy	Choice of the alternative that is most likely to bring success; has highest probability.
Combination strategy	Choice of the alternative that has both high probability and high desirability (multiply probability times desirability).



"PLAN OF ACTION"

The Application of Strategy

Alice is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to the prestige university in a neighboring community as well as for admission to the state university system and any of the state colleges. All high school graduates are eligible to attend her local community college.

Although her qualifications for the prestige university are minimal, she has been offered a scholarship there because she is a member of a minority race. Alice has applied to and been accepted at four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alice dreads most of all is to drop out or to fail at college. She would feel humiliated by this.

She has information on her ability and her past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now, how does Alice decide how to choose? Try applying the four strategies to her decision.

Source: Deciding, Gelatt et al. (CEEB, 1972)

Identifying Strategies

Try to identify the strategy used in each of the following decisions. Write its name below each decision (wish, escape, safe, combination).

1. The manager of a major league baseball team decides to tell his pitcher to walk the next batter intentionally. It is the last half of the ninth inning, the score is tied, two men are out, and no one is on base. The batter leads the league in home runs.

2. A high school senior wants a scholarship to attend college so he will not have to work. He may be offered a substantial grant by an out-of-state college, but he will not hear from the college until May. His local state college must have his decision now. He decides not to apply to the state college, but to wait and hope to hear favorably from the out-of-state college.

3. A seventh-grade student decides to earn money by taking an established paper route on salary rather than selling magazines door-to-door on a commission.

4. A general decides to send troops into a foreign country in order to bring a war to an end more quickly.

5. A man decides to apply to become an astronaut when the chances of being selected are very small.

Other Types of Decision-Making Strategies

A strategy is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. One study of high school students found the following types of personal decision-making strategies most commonly used.

IMPULSIVE

Little thought or examination, taking the first alternative, "don't look before you leap."

FATALISTIC

Letting the environment decide, leaving it up to fate, "it's all in the cards."

COMPLIANT

Let someone else decide, following someone else's plans, "anything you say, Sir."

DELAYING

Taking a moratorium, postponing thought and action, "cross that bridge later."

AGONIZING

Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

PLANNING

Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."

INTUITIVE

A mystical, preconscious choice, based on "inner harmony," "it feels right."

PARALYSIS

The decider accepts responsibility but is unable to approach it, "can't face up to it."

Source: Deciding, Gelatt et al. (CEEB, 1972)

Continued

Think about the students in your school and about the typical decisions you make each day. How would you answer the following questions related to the eight commonly used decision-making strategies just described?

Which strategy do you think is most common?

Which strategy do you think is least common?

Which strategy do *you* use the most?

Which strategy is easiest?

Which strategy is best?

Which strategy do you think the authors of this booklet prefer?

Which strategy do you think your parents prefer?

How does a person develop his style of decision-making?

Can you think of decision-making situations appropriate for some of the eight strategies, such as impulsive, compliant, delaying, and so forth?

What should you do if you find yourself using the agonizing strategy or the paralysis strategy?

For Review

See if you can figure out which strategy to apply to each situation below.

Deciding to go out for football instead of having free time after school during the fall and winter.

Deciding not to fight with your mother about when you are to come in at night after a party.

Deciding to drop orchestra to take study hall after one quarter of the school year.

Deciding to "sneak out" to see the friends your parents dislike.

Deciding to drop a friend who is being made fun of by other kids at school.

Source: Deciding, Gelatt et al. (CEEB, 1972)

"PLAN OF ACTION"

DECISION MAKING

OBJECTIVE

Arrange in sequential order the steps involved in making a personal systematic decision.

NO. III-11.3-9-02

ACTIVITY

"A SYSTEM FOR DECIDING"

STUDENTS EXAMINE PAST DECISIONS IN LIGHT OF A SYSTEMATIC APPROACH TO DECISION-MAKING. THEY DETERMINE TO WHAT EXTENT THEIR DECISION-MAKING PROCESS DIFFERS FROM A SYSTEMATIC ONE AND WHETHER THEIR DECISION WOULD HAVE BEEN THE SAME.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- worksheets (see activity)
- Book: Decisions and Outcomes by Gelatt, Varenhorst, Carey and Miller (College Entrance Examination Board, New York, 1979)

INFUSION AREAS

English
(decision strategies)

Home Economics
(contemporary living)

Guidance
(decision-making)

USE WITH

large group

small group

individual

METHOD

discussion

individual study

PROCEDURES

"A SYSTEM FOR DECIDING"

- Present a lesson on the sequential steps in decision-making.
- Distribute worksheets which list sequential steps (refer to Decisions and Outcomes).
- Each student reviews his/her past and finds a decision that was made that he/she is willing to relate.
- Students write down all the steps that they took in order to reach their decisions.
- Steps are shared with the class; compare them using the board to a preferred sequential order.
- Students consider how systematic or unsystematic their own decision-making was: Did they omit something? forget something? put things out of order?
- Challenge the students to question whether their decisions might have been different had they followed a different order of decision-making.

DECISION MAKING

OBJECTIVE

Report personal examples of conflicting values in his/her own decision-making.

NO. III-11.3-9-03

ACTIVITY

"STEP TO THE RIGHT"

STUDENTS INDICATE THEIR PREFERENCES IN A LARGE GROUP VALUES GAME AND THEN DISCUSS CONFLICTING VALUES THAT INTERFERE WITH MAKING CHOICES.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- values list

INFUSION AREAS

Any Subject Area

USE WITH

large group

METHOD

discussion

game

PROCEDURES

"STEP TO THE RIGHT"

- Students form one long line.

  Reading from the values list, teacher states one item at a time and asks those who prefer that item to move in a certain direction.

  Example

  Teacher reads "Vanilla ice cream, right side of the line,
  Chocolate ice cream, left side of the line."
  Each student chooses the item he/she prefer and moves to the indicated side. There are no in betweens. The pace should move quickly with no discussion.

  Further example:

  Doing dishes, right side; emptying garbage, left.
  Doing homework, right side; watching TV, left.
  Living with Mom, right side; living with Dad, left.

- After the exercise is complete, return to a discussion environment and ask students to react to the items.

- Bring out the importance of conflicts that exist in making choices. Students may want to discuss some personal conflicts they have experienced in making choices.

Variation

- "Neutral" position may be added for purpose of counseling students who cannot make a decision.

DECISION MAKING

OBJECTIVE

Tell what he/she would have done differently to achieve a better result in a recent personal choice decision.

NO. III-11.3-9-04

ACTIVITY

"HINDSIGHT"

STUDENTS INDIVIDUALLY EXAMINE DECISIONS THEY HAVE MADE THAT RESULTED IN UNSATISFACTORY OUTCOMES. THEY SUGGEST ALTERNATIVE PLANS OF ACTION REGARDING THAT DECISION.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- none

USE WITH

large group

small group

individual

METHOD

discussion

individual study

PROCEDURES

"HINDSIGHT!"

NOTE: This activity requires prior exposure to decision-making strategies.

- Ask students to think of a decision they made that did not turn out well or as they had hoped, which they could share with the class the next day.
- Each student shares with the class the chosen decision detailing the reasons for it, the process of making it, the situation involved, and the outcome.
- Using class material learned up to this point about decision-making strategies, the student suggests at least one way he/she could have altered the outcome.
- Class either agrees or disagrees and offers suggestions.

OBJECTIVE

Identify the operating value system in the resolution of a given conflict situation.

NO. III-11.3-9-05

ACTIVITY

"VALUES BEHIND DECISIONS"

SMALL GROUPS COMPLETE A WORKSHEET WHICH PUTS THEM IN SEVERAL DECISION-MAKING SITUATIONS: THEY THEN IDENTIFY THE VALUES INVOLVED IN EACH SITUATION.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet (attached)

Optional:

- Book: Career Exploration and Planning by Bruce Shertzer (Houghton-Mifflin, 1973)

INFUSION AREAS

English
(values; conflict)

USE WITH

large group

small group

individual

METHOD

discussion

group work

individual study

PROCEDURES

"VALUES BEHIND DECISIONS"

- Students complete Part A of the attached worksheet.
- Students divide into small groups to do Part B.
- This process may take two days to complete.

STUDENT ACTIVITY WORKSHEET

"VALUES BEHIND DECISIONS"

Making decisions is usually painful, for the alternatives are often equally attractive or unattractive.

A. Assume that you are the person in each of the situations described below. Indicate how you think the matter should be decided.

1. Because he doesn't know how to do the assignment, Alfred's friend asks to borrow his completed algebra homework. Alfred decides to ______________________________

____

____

2. George has put off cutting the lawn for several days. His father has insisted that it be done after school today. George has been given a free pass, good only for that day, for the skating rink. George decides to ____________________

____

____

3. Harriet belongs to a school social club. She feels strongly that its membership should be increased. Several of her best friends are strongly opposed and have hinted that if she persists, it will seriously affect their view of her as a friend. Harriet decides to ____________________

____

____

____

4. Hilda works as a lifeguard at a public pool from 1 P.M. to 8 P.M. The other lifeguard becomes ill and has to go home. After the lifeguard leaves, Hilda suddenly remembers that she was to telephone some friends before three to get the last ticket to a rock concert to be held that evening. The telephone is some distance and hidden from the pool. There are about half a dozen small children in the pool.

Continued

STUDENT ACTIVITY WORKSHEET

"VALUES BEHIND DECISIONS"

4. Continued

Hilda decides to ______________________________

____

____

5. Steven is one of the leading math students in the school. Several of his classmates have asked him to tutor them in algebra the night before an important examination. His father comes home from work with two tickets to that night's baseball game. Since they get little time together, he wants Steven to go with him. Steve decides to ______________

____

____

B. Form a group with four or five other class members and see if different decisions were made by group members. Discuss within your group the reasons why various decisions were made. What basic values does your group believe to be involved in each of the five situations?

1. Alfred's situation: ______________________________

____

____

____

2. George's situation: ______________________________

____

____

____

Continued

STUDENT ACTIVITY WORKSHEET

"VALUES BEHIND DECISIONS"

Continued

3. Harriet's situation: ______________________________

4. Hilda's situation: ______________________________

5. Steven's situation: ______________________________

Source: Career Exploration and Planning by Shertzer.

DECISION MAKING

OBJECTIVE

Outline a plan for accomplishing a personal goal for his/her high school years.

NO. III-11.4-9-01

ACTIVITY

"STEPS AND SUBSTEPS"

EACH STUDENT WRITES A DETAILED OUTLINE TO FOLLOW TO ACCOMPLISH A GOAL WHILE STILL IN HIGH SCHOOL.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- worksheets (see activity)

USE WITH

large group

small group

individual

METHOD

discussion

individual study

counseling

PROCEDURES

"STEPS AND SUBSTEPS"

- Each student lists at least five personal goals that he/she would like to accomplish during his/her high school years.

- The student, in conjunction with the teacher, picks one of those goals for this exercise. It must be realistic for the student, and attainable.

- Students then outline on a worksheet a step-by-step plan, using as much detail as possible (steps and substeps) to explain how they will accomplish their goals.

- Meet individually with each student and review plans.

- When a plan is agreed on by student and teacher, the student starts to implement it.

DECISION MAKING

OBJECTIVE

Classify as helpful or not each of several steps taken by a person to carry out a plan of action.

NO. III-11.4-9-02

ACTIVITY

"ACTION CHOICE"

STUDENTS SUGGEST ACTIONS WHICH WILL HELP A PERSON REACH GIVEN OBJECTIVES.

INFUSION AREAS

Home Economics (contemporary living)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets - "Stating Personal Objectives," "Actions Based on Personal Objectives"
- workbook and guide: Deciding by Gelatt, Varenhorst and Carey (College Entrance Examination Board, 1972)

USE WITH

large group

individual

METHOD

discussion

individual study

PROCEDURES

"ACTION CHOICE"

- One useful skill in making personal decisions is stating objectives in such a way that the decision-maker is better able to choose a satisfying course of action. The attached worksheets help to teach this skill.
- To be sure students understand the first worksheet, teacher might answer the first statement (I want to make five new friends this semester); discuss why it is a clear objective and should be answered.
- Remember, students are not rating the objectives good or bad - but clear or unclear according to the given definition.
- The purpose of the worksheet "Actions Based on Personal Objectives" is to have students recognize how difficult it is to decide on actions when the objective is unclear.
- Students compare the actions they decided to take to meet the objectives. Some questions for this comparison could include:

  a. Which objectives were the most difficult to complete with respect to actions taken?

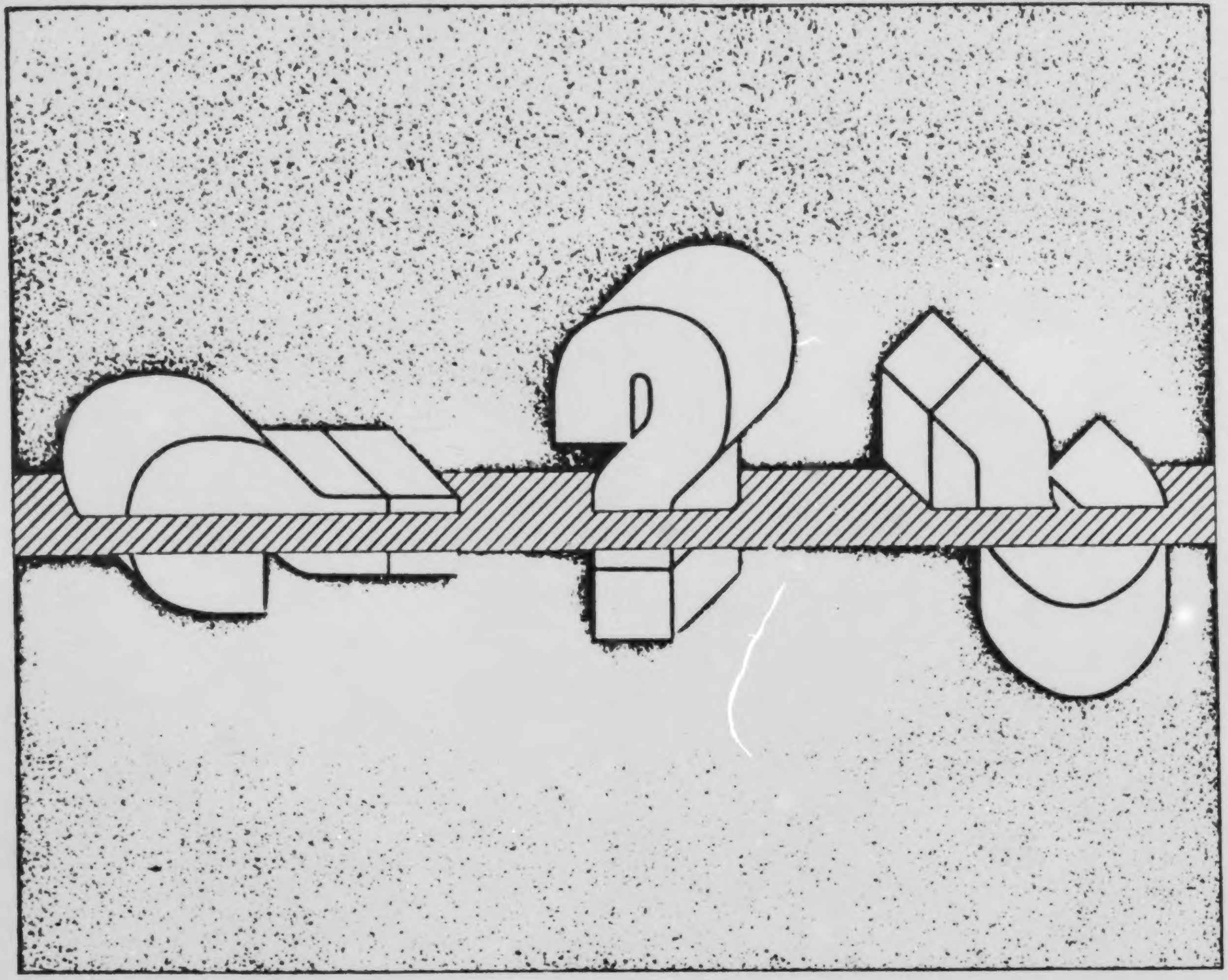
  b. Why were they difficult?

  c. What would help them to decide on actions?

  d. Could the objective be restated?

  e. Do students see examples in real life, of stated objectives that differ from what people actually do?

STUDENT ACTIVITY WORKSHEET: "ACTION CHOICE"



"PERSONAL OBJECTIVES"

Stating Clear Personal Objectives

Changing values into clearly stated objectives is a skill that will be very helpful in decision-making. It is easier to decide how to accomplish your objective if you can say clearly what it is.

Your objective is clear if you can answer these questions:

Does it make clear what I can do when I reach it?

Does it indicate a time by which I should reach it?

Is there a way I can judge whether I have reached it?

Here's a chance to practice recognizing and stating clear objectives. Print the letter C (for *clear*) beside each objective below that is clear, and print the letter U (for *unclear*) beside each objective that is unclear. Use the three questions above as a basis for deciding whether an objective is clear.

_____ I want to make five new friends this semester.
_____ I want to have a better life than my parents have.
_____ I want to be accepted for admission at the state university when I graduate.
_____ I want to get married before I am 25 years old.
_____ I want to select courses for next year in which I can get grades of B.
_____ I want to make this a better school.
_____ I want to help correct the pollution problem in my area.

On the lines below write three clear objectives for yourself. ________________________________

____

____

____

Source: Deciding, Gelatt et al. (CEEB, 1972

STUDENT ACTIVITY WORKSHEET: "ACTION CHOICE"

Actions Based on Personal Objectives

Clear objectives should help a person make a decision. Listed below are some personal objectives. Add three of your own. See if you can write one or two possible actions at the right to help a person reach each objective. Ask other members of the class what they were able to come up with as actions.

	The objective	The action (write in your ideas)
1	I want to make five new friends this semester.	
2	I want to have a better life than my parents have.	
3	I want to be accepted for admission at the state university when I graduate.	
4	I want to get married before I am 25 years old.	
5	I want to select courses for next year in which I can get grades of B.	
6	I want to make this a better school.	
7	I want to help correct the pollution problem in my area.	
8		
9		
10		

"PERSONAL OBJECTIVES"

Source: Deciding, Gelatt et al. (CEEB, 1972).

DECISION MAKING

OBJECTIVE

Order sequentially the steps a given person could take to achieve a specified goal.

NO. III-11.4-9-04

ACTIVITY

"A GIVEN PERSON"

THE WHOLE CLASS ASSIGNS A CHOSEN GOAL TO A CHOSEN PERSON (REAL OR FICTITIOUS) AND PLANS STEPS THAT PERSON COULD TAKE TO REACH THE GOAL.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- none

USE WITH

large group

small group

individual

METHOD

discussion

group work

PROCEDURES

"A GIVEN PERSON"

- Class agrees on a person and a goal for that person. The person may be real or fictitious; the goal must be logical and attainable and fit the person; the goal should be broad, not clearcut or easily detailed. Both the goal and the person should be relevant to the class.
- Class divides into groups of three-five to research the goal and the steps necessary to reach it.
- When time is up (one period is sufficient) each group prepares a report listing the steps in order.
- One member from each group reads the report and the class comments on it.
- Class arrives at a consensus list of steps needed for the chosen person to reach the assigned goal.

DECISION MAKING

OBJECTIVE

Select appropriate educational options for a described person with given characteristics (e.g., goal, interest, learning styles, time available, aptitude, etc.).

NO. III-12.1-9-01

ACTIVITY

"GOOD CHOICE"

STUDENTS REVIEW CASE STUDIES AND MAKE JUDGEMENTS, BASED ON INFORMATION GIVEN, ON WHETHER THE EDUCATIONAL OR VOCATIONAL DECISIONS MADE ARE GOOD OR BAD.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets, attached

Optional:

- Book: Career Exploration and Planning by Bruce Shertzer (Houghton-Mifflin, 1973)

INFUSION AREAS

Home Economics
(career choices)

USE WITH

large group

small group

individual

METHOD

discussion

individual study

group work

PROCEDURES

"GOOD CHOICE"

- Each student completes the activity sheet. If enough time is left on the first day, the students form groups and follow direction B on the activity sheet. If there is not time left, the group activity continues the next day.

STUDENT ACTIVITY WORKSHEET

"GOOD CHOICE!"

Below are some brief statements about individuals. Based upon the data given, tell why their tentative educational or vocational decisions are good or bad.

A. Read each description and suggest what the individual in it might do.

1. Debra, a high school senior, has made "C's" and "D's in four science courses. When asked what her occupational plans are, she states that she plans to become a doctor.

____

____

____

2. Barbara, a high school junior, likes school very much, has made straight "A's" and is in the top one percent of the population in mental ability. She states that after high school she plans to get a job on the assembly line at the local factory.______________________

____

____

____

3. Clifford, a high school sophomore, has tested in the top 25 percent of mechanical aptitude. He likes working on car motors and spends summer vacations and weekends working on his father's farm. The high school curriculum Clifford has chosen to pursue is business. ______________

____

____

____

Continued

STUDENT ACTIVITY WORKSHEET

"GOOD CHOICE!"

Continued

4. August, an eighth grader, likes school and does well academically. He likes babysitting and volunteers in his church school nursery. He wants to become an elementary school teacher. ______________________________

5. Greg, a twelfth grader, scores in the top 10 percent of ability tests. His school work is very satisfactory. He has very few friends and generally manages to anger other people by his irritableness and abrasive, critical comments. He has stated that he wants to be a social worker.

6. Felice, a tenth grader, has above average ability according to test data and has done mostly "C" work with a few "D's" and "B's." She is in the general curriculum but states that she does not like school and plans to drop out next month on her sixteenth birthday. ______________________________

B. Form a group with five or six other students and compare your judgements about the decisions presented.

Source: Career Exploration and Planning by Bruce Shertzer.

DECISION MAKING

OBJECTIVE

Evaluate his/her educational options in terms of his/her personal characteristics.

NO. III-12.1-9-02

ACTIVITY

"PLANS AND PERSONALITY"

TEACHER AND COUNSELOR GUIDE STUDENTS THROUGH AN EXAMINATION OF THEIR PERSONAL CHARACTERISTICS AS THEY RELATE TO THE EDUCATIONAL OPTIONS AVAILABLE TO THEM.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of educational options
- arrangements with a counselor to carry out this activity

USE WITH

large group

small group

individual

METHOD

discussion

lecture

individual study

counseling

PROCEDURES

"PLANS AND PERSONALITY"

- Introduce the subject of educational planning, including the role of counselors as specialists in that area. Relate this type of planning to other types of decision-making to place it into perspective.

- Counselor, in two-three class periods, reviews in detail all of the educational options available to students, from on-the-job training to four-year colleges and graduate school.

- Emphasize the personal characteristics necessary for each option. Give a summary to students.

- As homework, students evalute themselves in terms of the personal characteristics discussed by the counselor; students review the list of educational options and relate each option to themselves.

- Each student schedules a personal conference with the counselor during which the list is discussed and appraised.

- Students prepare final reports to hand in to classroom teacher.

DECISION MAKING

OBJECTIVE

Describe how a given life-role option may affect various aspects of a desired total life style.

NO. III-12.2-9-01

ACTIVITY

"WHAT WOULD YOU DO?"

A HYPOTHETICAL SITUATION GENERATES CLASS DISCUSSION ON THE TOPIC OF HOW ONE LIFE-ROLE OPTION MAY AFFECT A DESIRED LIFESTYLE.

INFUSION AREAS

Home Economics (contemporary living)

Guidance (life roles)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a situation of a given life-role option

USE WITH

large group

METHOD

discussion

PROCEDURES

"WHAT WOULD YOU DO?"

- Propose a situation which will focus on how options may affect a desired total life style.

Example:

Sherry had always planned on attending college to prepare for a career in law. Her family was very supportive of Sherry's choice and wanted the best for her. As an active young woman in many school organizations, Sherry knew that she needed to use her leadership abilities to be happy with herself. So, her choice of law was to secure leadership opportunities and make over $20,000 a year.

In the beginning of Sherry's sophomore year, she found out that she was pregnant by the boy she had been dating since seventh grade. Both he and his parents were pushing marriage. Sherry's parents were heartbroken, but were firm that somehow Sherry should stick to her goal of becoming a lawyer.

- Discussion can begin with total class and then continue as class divides into small groups:

  a. What would you do if you were 1. Sherry?

  2. Sherry's boyfriend?

  b. What affect did/could Sherry's pregnancy have on her desired goal?

DECISION MAKING

OBJECTIVE

Describe how a personal attribute influences his/her enjoyable participation in a specified leisure-time activity.

NO. III-12.2-9-02

ACTIVITY

"LEISURE-TIME CHOICE"

A LIST OF LEISURE-TIME ACTIVITIES PROVIDES STUDENTS WITH A MEANS TO EXAMINE PERSONAL ATTRIBUTES WHICH INFLUENCE THEIR ENJOYMENT OF ANY LEISURE-TIME ACTIVITY.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of leisure-time activities - for groups, individuals; indoor, outdoor; active, quiet, etc.

USE WITH

large group

small group

individual

METHOD

discussion

individual study

PROCEDURES

"LEISURE-TIME CHOICE"

- Introduce concepts of leisure-time activity and individual differences.

- On the leisure activity worksheet, students list by each leisure activity at least one personal attribute that affects their enjoyment of that activity.

- Students repeat the process, listing attributes opposite leisure activities to explain why they do not enjoy participating in that particular pastime.

Example: First Sheet

LEISURE ACTIVITIES

Activity	Personal Attribute
Cross Country Skiing	like outdoors/quiet
Gymnastics	quick/agile/good balance
Playing Monopoly	I'm lucky

Second Sheet

Snowmobiling	dislike noise, fumes
Playing cards	impatient
Football	small physique

- Teacher summarizes all copies into a list for the board.

- Students compare their lists with the total list to note differences and analyze themselves in terms of what they included in their first list and what they omitted; they may modify their list accordingly.

- Students hand in modified lists to demonstrate growth through the lesson.

OBJECTIVE

Identify his/her preferences for given occupational characteristics.

NO. IV-13.1-9-01

ACTIVITY

"USING MOIS"

USING THE MICHIGAN OCCUPATIONAL INFORMATION SYSTEM WORKBOOKS AND WORKSHEETS, STUDENTS INDENTIFY THEIR OCCUPATIONAL CHARACTERISTICS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- access to MOIS, Michigan Occupational Information System (if unavailable in your school, contact the MOIS office at the Michigan Department of Education)

USE WITH

large group

individual

small group

METHOD

lecture

discussion

individual study

counseling process

PROCEDURES

"USING MOIS"

- This activity is one of a series of activities using MOIS (see next two objectives).
- MOIS, the Michigan Occupational Information System, consists of a series of information files which provide students with occupational and educational information.
- Students work through the MOIS search individually or in a class setting. (Use the MOIS User Handbook and MOIS Inventory worksheets). Individually a student can follow the instruction in the handbook, or a class or smaller group can be guided through the procedures.
- The search includes seven different areas:

  Interests, Areas of Work, Physical Strengths, Physical Capabilities, Working Conditions, Education, and Temperament.
- In each area students choose options. When this is complete students have a list of preferred occupational characteristics.
- Go to next activity, described in Objective No. IV-13.1-9-02, and IV-13.2.9-01.

OBJECTIVE

Prioritize his/her career preferences within a cluster of related careers. Describe the training, skills, temperaments, and physical characteristics generally required for his/her preferred occupational area(s).

NO. IV-13.1-9-02
IV-13.2-9-01

ACTIVITY

"USING MOIS"

USING THE MICHIGAN OCCUPATIONAL INFORMATION SYSTEM MICROFICHE OR COMPUTER LINK-UP, STUDENTS CREATE A LIST OF CAREERS THAT MATCH THEIR OCCUPATIONAL CHARACTERISTICS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- familiarity with and access to MOIS, Michigan Occupational Information System

USE WITH

large group

small group

individual

METHOD

discussion

individual study

counseling

PROCEDURES

"USING MOIS"

- Students follow the MOIS search strategies to arrive at a list of careers which correlate with their MOIS occupational characteristic choices.

NOTE: The MOIS search is detailed in the previous activity, Objective No. IV-13.1-9-01.

- Using the MOIS microfiche, or a computer link-up, students may obtain information about one or several occupations. Specific information given is:

  Nature of the Occupation; Occupational Specialties; Working Conditions; Requirements; Methods of entry; and Opportunities for experience; Earnings and Advancement; Employment and Outlook; and Sources of additional information.

- Students can use the system further to obtain lists of school subjects which are helpful in preparing for occupations, as well as Post Secondary Programs, Apprenticeship Programs, and Military Training Programs related to given careers.

- Go to the next objective, IV-13.3-9-01.

OBJECTIVE

Assess the extent to which he/she currently possesses the training, skills, temperaments, and physical characteristics generally required for his/her preferred occupational area(s).

NO. IV-13.3-9-01

ACTIVITY

"USING MOIS"

STUDENTS CONSIDER THEIR ABILITY TO MEET THE REQUIREMENTS OF A SPECIFIC CAREER, THEY REVIEW THEIR OWN CURRICULUM IN LIGHT OF THAT CAREER, AND LOOK AT POSSIBLE AREAS TO GAIN EXPERTISE IN THAT CAREER AREA.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- familiarity with MOIS, Michigan Occupational Information System
- high school curriculum graduation requirements
- community resources for work experience
- worksheets, "The Preferred Occupation" (attached)
- NOTE: See "Procedures" for following objective.

USE WITH

large group

small group

individual

METHOD

individual study

counseling

OBJECTIVE

Plan a tentative three-year high school curriculum, given a selected career goal and list of high school graduation requirements.

NO. IV-13.4-9-01

ACTIVITY

"USING MOIS"

NOTE: THIS ACTIVITY IS COMBINED WITH THE PREVIOUS OBJECTIVE. SEE OBJECTIVE NUMBER IV-13.3-9-01.

INFUSION AREAS

WORKSHEETS/HANDOUTS ATTACHED?

MATERIALS/PREPARATION:

USE WITH

METHOD

PLANNING & PLACEMENT

OBJECTIVE

Suggest a tentative plan for trying out experiences related to career goals.

NO. IV-13.4-9-02

ACTIVITY

"USING MOIS"

NOTE: THIS ACTIVITY IS COMBINED WITH THE PREVIOUS TWO OBJECTIVES. SEE OBJECTIVE NUMBER IV-13.3-9-01.

INFUSION AREAS

WORKSHEETS/HANDOUTS ATTACHED?

MATERIALS/PREPARATION:

USE WITH

METHOD

PROCEDURES

"USING MOIS"

NOTE: The activity described here answers three Objectives. They are Objective Nos. IV-13.3-9-01, IV-13.4-9-01 and IV-13.4-9-02.

- This activity follows the activities described in Objective Nos. 13.1-9-02 and IV-13.2-9-01. Students must have completed the MOIS search and occupational survey described in these activities.

- Individually, students consider their ability to meet the requirements of the career(s) on their MOIS sheets.

- Students then begin to make a plan to better prepare themselves for one career, OR begin to investigate another career area.

- Give students a list of local high school curriculum requirements. Individually or in small groups, students use the information about school subjects from their MOIS search to compare with their own high school curriculum.

- They also look at the suggestions given for areas of experience suggested by MOIS and determine whether any of these are available in their community or whether something else might be appropriate. Use community resource information, catalogs, phone directories.

STUDENT ACTIVITY WORKSHEET

SAMPLE

"USING MOIS"

"The Preferred Occupation"

4-Year Plan
Class of 1982

Name:

Address:

Birthdate:

Phone:

Education Goal:

Vocational Goal:

Scholarship Area:

GRADUATION REQUIREMENTS

3.50	Credits in English (including Lang. Lit. 9 and Speech, Oral Interpretation or Drama - grade 10)
1.00	Credit in Physical Education
1.00	Credit in Music, Art or Foreign Language
1.00	Credit Business Ed., Industrial Arts, Home Economics, or Vocational Education
.50	Credit Family Life (grade 11 or 12)
1.00	Credit in Social Studies 9
1.00	Credit U.S. History (grade 11)
.50	Credit Sociology, Economics or World Problems
.50	Credit in U.S. Government
2.00	Credits in Mathematics
2.00	Credits in Science
____	Credits in elective areas to equal total of 85 percent of credits available to a student throughout high school career (six if we have six hours a day)

9th Grade	10th Grade
Lang. Lit. 9	Speech, Oral Comp., Drama
Math	Math
Prob. Science	Biology
Physical Education	
Social Studies 9	

Continued

STUDENT ACTIVITY WORKSHEET

"The Preferred Occupation"

Continued

11th Grade	12th Grade
U.S. History	U.S. Gov't
Family Life (11th or 12)	Sociology, Econo., Wld. Prob.

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

PLANNING & PLACEMENT

OBJECTIVE

Have knowledge of the skills and information needed to apply for and enter into post-high school educational and training options.

NO. VI-14.1-9-01

ACTIVITY

"LETTER OF INQUIRY"

STUDENTS WRITE FOR INFORMATION ON POST-HIGH SCHOOL CHOICES AND THEN COMPARE INFORMATION REQUIRED ON APPLICATION FORMS RECEIVED FROM ALL SOURCES.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- sources of college and vocational school addresses
- sample college applications
- apprenticeship sources

INFUSION AREAS

English
(letter of inquiry)

Home Economics
(applications)

USE WITH

large group

small group

individual

METHOD

discussion

individual study

counseling

PROCEDURES

"LETTER OF INQUIRY"

- Students write a letter of inquiry to the college, vocational school, apprenticeship program, or other post-high school option of their choice. Discuss appropriate questions for the letter such as:
    - entrance requirements
    - size of school, site
    - cost
    - programs, options available
    - type of exit diploma, degree, certificate
- Each student should also request an application.
- Upon receipt of the information from the inquiries, students complete the application forms. (Have sample forms for students who may not have received theirs yet.)
- Discuss the similarities in the questions asked on the various forms, e.g. social security number, address - permanent and mailing, residence information, etc. Note the differences as well and try to explain them.

OBJECTIVE

Demonstrate initial competence on basic job-seeking skills (e.g., applications, resumes, interviews, etc.)

NO. IV-14.2-9-01

ACTIVITY

"RESUMES AND APPLICATIONS"

LEARNING JOB-SEEKING SKILLS, STUDENTS FILL OUT APPLICATION FORMS AND WRITE RESUMES AND INTERVIEW PLANS.

INFUSION AREAS

Home Economics
(job applications)

English
(resume writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- worksheets on resume format, interview plan, blank application forms
- Book: The 'Work'Book, An Employability Skills Guide (Wastenaw Area Youth Placement Service, W.I.S.D., 1978)

USE WITH

large group

small group

individual

METHOD

lecture

discussion

individual study

role playing

counseling

PROCEDURES

"RESUMES AND APPLICATIONS"

- Students complete a resume which should contain the following information:

- Personal:	name, address, telephone
- Education:	schools attended/attending; grade completed
- School Activities:	
- Interests and Hobbies:	
- Work Experience:	employer's name, position; include volunteer work

- Students complete an application form paying particular attention to information which they will need such as social security number, addresses of former employers, etc.

- Role play interview situations

OR

- Have students complete an Interview Plan. This is a form on which students answer questions often asked by employers - background, education, work experience, interest, hobbies, knowledge about the company, why and what contribution they can make.

- Familiarize students with questions they might ask as well, such as job duties, work conditions, supervisor, hours/days, fringe benefits, advancement, education, salary.

- Encourage students to develop their own questions.

PLANNING & PLACEMENT

OBJECTIVE

Identify persons in the school and community qualified to assist him/her in implementation of career plans.

NO. IV-15.1-9-01

ACTIVITY

"CAREER HELPERS"

FIVE COMMUNITY/SCHOOL PERSONS ARE IDENTIFIED BY EACH STUDENT TO ASSIST IN IMPLEMENTING A DEFINED CAREER PLAN.

INFUSION AREAS

Social Studies
(community)
(work)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- job information worksheets
- Book: Dictionary of Occupational Titles (U.S. Department of Labor)

USE WITH

large group

METHOD

lecture

discussion

individual study

counseling

PROCEDURES

"CAREER HELPERS"

- Students gather information about the duties, work conditions, worker characteristics, rewards, employment outlook, preparation requirements, etc., for at least one occupation consistent with his/her occupational goals.

- Distribute "Job Information" worksheet and instruct students to fill in all questions for five occupations consistent with their occupational goals.

- Students will contact and interview the following persons requesting information to assist them in filling out the worksheet:
  - school guidance counselor
  - co-op teacher
  - two community members who work in the stated occupation

- Hold class discussion encouraging students to share some of their findings. Emphasize in the discussion numbers III and IV on the job information worksheet.

STUDENT ACTIVITY WORKSHEET

"CAREER HELPERS"

Name ____________________

JOB INFORMATION

WORKSHEET

I. Occupation or Job

  A. Job Description
  B. Job Duties (some of the things you do on this job)
  C. Working conditions
  D. Why you might want it

II. What does it offer?

  A. Chances of future employment
  B. Salary ranges; benefits
  C. Rewards - other than money
  D. Penalties
  E. Further learning on the job
  F. Hours of work, vacations

III. What is needed to get the job?

  A. Preparation requirement (education and/or training)
  B. Physical demands
  C. Worker requirements

IV. What are the clues for relating applicants and requirements?

V. Interests

  A. What steps do you have to take now so you might get this job in the future?
  B. What are you already doing to help yourself?
  C. School subjects needed for this job

OBJECTIVE

Know about the legal support system which assures equal employment opportunities.

NO. IV-15.1-9-02

ACTIVITY

"EQUAL OPPORTUNITY"

STUDENTS GAIN AN AWARENESS OF THEIR ABILITY TO BECOME INVOLVED IN GOVERNMENT FUNCTIONS AND TO LEARN MORE ABOUT THE SYSTEM BEHIND EQUAL EMPLOYMENT OPPORTUNITY.

INFUSION AREAS

Social Studies
(government)
(legal system)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- government participation worksheets

USE WITH

large group

small group

individual

METHOD

lecture

discussion

individual study

PROCEDURES

"EQUAL OPPORTUNITY"

- Distribute "Government Participation" worksheet and instruct students to examine the activities listed and to check those items in which they can participate. Students may add others not listed.
- Discuss the importance of becoming involved in government.
- Discuss the items on the checklist that students cannot participate in at this time, but will be able to participate in when they are older.
- Discuss the legal support systems that assure equal employment opportunities.

STUDENT ACTIVITY WORKSHEET

"EQUAL OPPORTUNITY"

Name ______________________________

GOVERNMENT PARTICIPATION - WORKSHEET

		Yes	No
1.	Attending a Council meeting		
2.	Voting in Political Election		
3.	Helping a Political Candidate (mail letters, etc.)		
4.	Running for Mayor of your town		
5.	Raising money for a new town swimming pool		
6.	Becoming a Senator or Congressman		
7.	Helping State Officials at time of crisis in town (e.g. floods)		
8.	Marching or demonstrating for or against cause		
9.	Visiting the local EEO Office		
10.	Visiting with an attorney about job discrimination		

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

PLANNING & PLACEMENT

OBJECTIVE

Know about various sources of financial aid to support post-high school education and training.

NO. IV-15.1-9-03

ACTIVITY

"WHO SAYS YOU CAN'T"

STUDENTS REVIEW INFORMATION IN A PAMPHLET ON FINANCIAL AID FOR STUDY AFTER HIGH SCHOOL.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- Pamphlet: "Who Says You Can't" (free from the Office of Student Financial Assistance Services, Michigan Department of Education) multiple copies

USE WITH

large group

small group

individual

METHOD

discussion

individual study

PROCEDURES

"WHO SAYS YOU CAN'T"

- Distribute pamphlet "Who Says You Can't;" give students 15 minutes to read it.
- Teacher/counselor review each part of the booklet with student(s).
- Answer any questions.

OBJECTIVE

Act upon personal plans which will lead to implementation of his/her career goals.

NO. IV-15.2-9-01

ACTIVITY

"A GOAL A DAY"

STUDENTS INDICATE ON PERSONAL WORKSHEETS DESIRED CHANGES - ONE PER DAY- THEY WOULD LIKE TO MAKE THAT WILL HELP THEM REACH THEIR CAREER GOAL.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- copies of the "Goal A Day" activity sheet.

USE WITH

large group

small group

individual

METHOD

discussion

individual study

PROCEDURES

"A GOAL A DAY"

NOTE: Students should have prior experience in goal-setting before attempting this activity.

- Discuss goal setting.
- Distribute worksheet "A Goal A Day."
- Students complete worksheet and keep it in their personal career file.

STUDENT ACTIVITY WORKSHEET

"A GOAL A DAY"

If you were able to change one aspect in your life during each day of the next week, what changes would you make? Write down a change for each day of the week putting the most important change first. Perhaps you would like to change some of your feelings about yourself, your relationship with a member of your family, a friend, or a teacher. You may think of some knowledge or skills you wish to gain, some dreams to fulfill or things to experience. Each change you write down should be related to your career goal. After each change you desire, write down what action you might take to make it happen. These are your personal wishes to share or not share as you wish.

Desired Change	How to Make it Happen
Sunday:	
Monday:	
Tuesday:	
Wednesday:	
Thursday:	
Friday:	
Saturday:	

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

OBJECTIVE

Identify progress and lack of progress toward a career goal, given case studies with information on high school experiences.

NO. IV-16.2-9-02

ACTIVITY

"TAKING INVENTORY"

STUDENTS COMPLETE AN EMPLOYMENT READINESS INVENTORY WHICH INDICATES THEIR PROGRESS, OR LACK OF PROGRESS, TO THEIR CAREER GOAL.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet "Employment Readiness Inventory"

USE WITH

small group

large group

METHOD

discussion

lecture

Individual study

PROCEDURES

"TAKING INVENTORY"

- Students read the front page. (This could be read out loud well.)
- Students take the inventory, being as honest and accurate as they can.
- After the inventory is completed, students turn in the test which will be discussed the next day.
- Re-distribute inventory and have students break into groups of four-six to discuss their results together.
- Each group must reach some conclusions that they will report to the large group.
- Large group discussion:
  1. What did you think of the inventory?
  2. Do you feel you are ready for a job?
  3. Did you find it helpful?
  4. Do you feel you learned anything from the exercise?

STUDENT ACTIVITY WORKSHEET

"TAKING INVENTORY"

"EMPLOYMENT READINESS INVENTORY"

Dear Kid:

Today you came to me for a job. From the look of your shoulders as you walked out, I suggest you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But I hired a teenager today. You saw him. He was the one with the polished shoes and necktie. What was special about him? Not experience, neither of you have any. It was his attitude that put him on the payroll instead of you. Attitude, son, A-T-T-I-T-U-D-E. He wanted the job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, kid, people who hire people aren't "with" a lot of things. We know more about Bingo than Ringo, and we have Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you are behind on your car payments. That's your problem. What I needed was someone who'd go out into the plant, keep his eyes open, and work for me like he'd work for himself. If you have the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

You may not believe it, but all around you employers are looking for young men and women smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, get eager, will you?

The Boss

PLANNING & PLACEMENT

OBJECTIVE

Use information from experiences to assess future plans in his/her perferred career goals.

NO. IV-16.2-9-01

ACTIVITY

"ROAD OF LIFE"

STUDENTS LISTEN TO THE STORY "ROAD OF LIFE" AND THEN WRITE A PARAGRAPH ON PATHS THEY MIGHT CHOOSE. CLASS FILLS IN WORKSHEETS ABOUT PREVIOUS EXPERIENCES. THEY COMPARE THEIR EXPERIENCES WITH THEIR CHOICES FOR THE FUTURE.

INFUSION AREAS

Home Economics
(career choices)

English
(paragraph writing)
(similarities and differences)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Road of Life"

USE WITH

large group

small group

individual

METHOD

lecture

discussion

individual study

PROCEDURES

"ROAD OF LIFE"

- Encourage students to sit back and relax in their seats. Allow a few minutes for the group to become quiet. Tell them you are about to read a short story about life and that they should try to picture themselves as vividly as possible as being in the story.
- Read aloud "Road of Life."
- Distribute copies of the story to everyone.
- Allow students 10-15 minutes to write down some of the paths they might follow.
- Next students fill out "My Future Career Goal" worksheet.
- Ask students to compare their first and second sheets. Ask them to identify information from their second sheet that would explain some of the paths they chose to follow on the first sheet.
- Discuss the relationship between the information on both sheets, i.e., paths they choose and experiences they have had, noting discrepancies, complimentary ideas, etc.

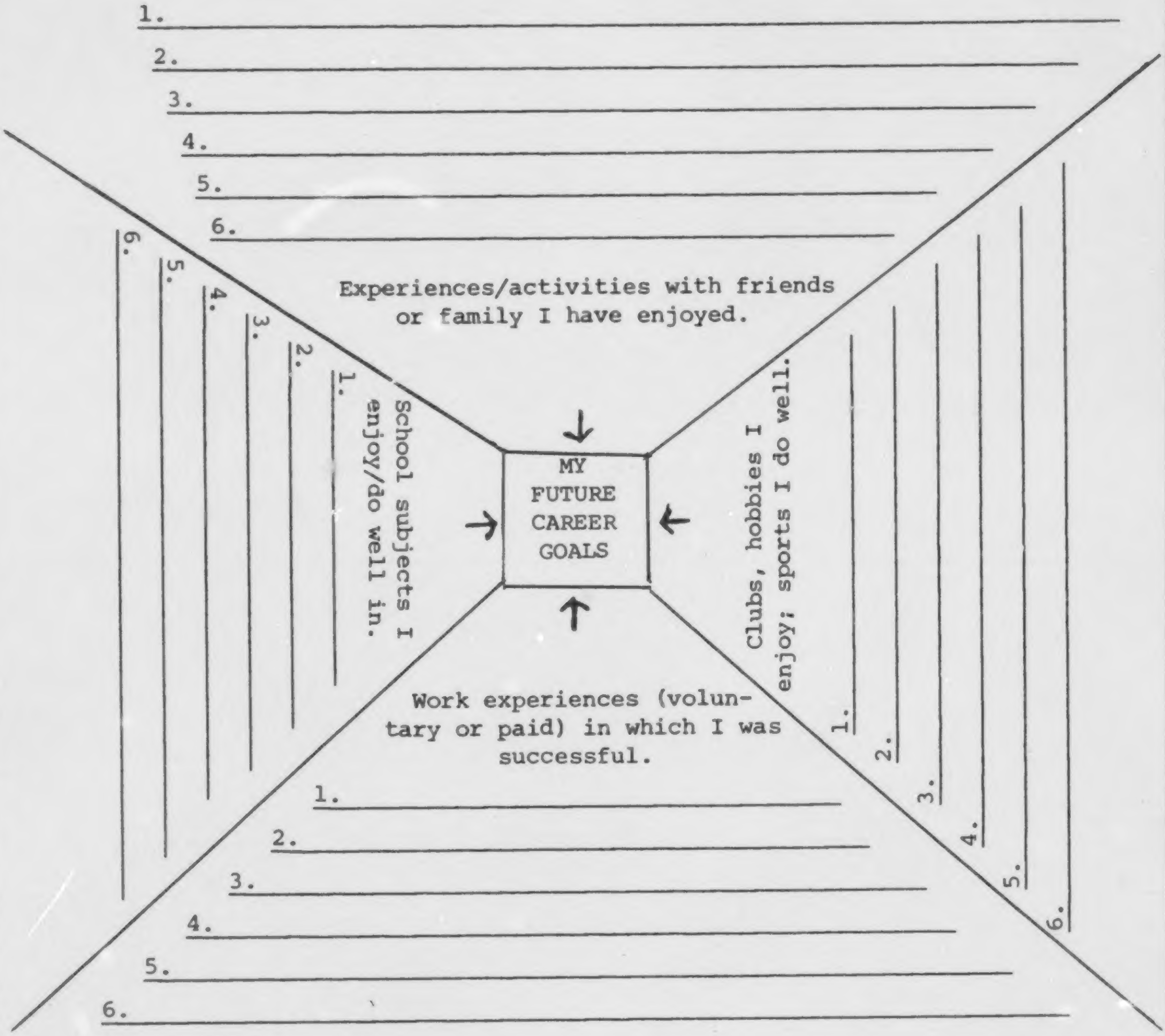
STUDENT ACTIVITY WORKSHEET

ROAD OF LIFE

Picture in your mind yourself and imagine that you are standing stationary on a road which as you look down it appears to be very, very long and you realize that as you go down this road that there will be many points at which you must decide which fork in the road you want to follow. You begin walking and very shortly you come to an area marked high school and there are a number of paths to follow - they are marked College Program, Vocational Program, General Program; which one will you follow? You continue along down one of those paths and shortly you come to a fork in the road marked - Drop out of school - Continue high school. Which one will you follow? You continue down your path and shortly there are a number of paths which you must select from. Get a job, go on to college, get vocational or apprenticeship training, get married, go in the service. Which path will you follow? You now continue on your selected path and find that at almost every step there is a decision to be made - to have children or not, where to live, where to vacation, what to do when you retire. You may feel like this is a long road and that many decisions have to be made at once, but you should consider some of the alternative paths. Open your eyes now and take a sheet of paper and write down some of the paths you think you might follow in the Road of Life.

STUDENT ACTIVITY WORKSHEET

"ROAD OF LIFE"


1.
2.
3.
4.
5.
6.
Experiences/activities with friends or family I have enjoyed.
6.
5.
4.
3.
2.
1.
School subjects I enjoy/do well in.
MY FUTURE CAREER GOALS
Clubs, hobbies I enjoy; sports I do well.
1.
2.
3.
4.
5.
6.
Work experiences (voluntary or paid) in which I was successful.
1.
2.
3.
4.
5.
6.

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

PLANNING & PLACEMENT

OBJECTIVE

Identify factors which can be considered in assessing progress toward career goals.

NO. IV-16.2-9-03

ACTIVITY

"MAKING PROGRESS"

CHECKLISTS ALLOW STUDENTS TO EVALUATE IN A CLEAR, GRAPHIC MANNER, GOALS FOR PERSONAL DEVELOPMENT.

INFUSION AREAS

Home Economics (personal development)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- personal development worksheets

USE WITH

large group

small group

individual

METHOD

lecture

individual study

discussion

PROCEDURES

"MAKING PROGRESS"

- Students complete attached worksheets, thereby assessing their career goals.
- This checklist can be used for pin-pointing need areas for later goal writing.

STUDENT ACTIVITY WORKSHEET

"MAKING PROGRESS"

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals.

3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

EMOTIONAL EXPRESSIVENESS	Doing All Right	Need To Do It More	Need To Do It Less
1. Telling others what I feel	____	____	____
2. Hiding my emotions	____	____	____
3. Disagreeing openly	____	____	____
4. Expressing warm feelings	____	____	____
5. Expressing gratitude	____	____	____
6. Being sarcastic	____	____	____
7. ____________	____	____	____
ABILITY TO FACE AND ACCEPT EMOTIONAL SITUATIONS			
1. Being able to fact conflict/ anger	____	____	____
2. Being able to face closeness and affection	____	____	____
3. Being able to face disappointment	____	____	____
4. Being able to stand silence	____	____	____

Continued

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STUDENT ACTIVITY WORKSHEET

"MAKING PROGRESS"

Continued

	Doing All Right	Need To Do It More	Need To Do It Less
5. Being able to stand tension	____	____	____
6. ____	____	____	____
SOCIAL RELATIONSHIPS			
1. Competing to outdo others	____	____	____
2. Acting dominant toward others	____	____	____
3. Trusting Others	____	____	____
4. Being helpful	____	____	____
5. Being protective	____	____	____
6. Calling attention to one's self	____	____	____
7. Being able to stand up for myself	____	____	____
8. ____	____	____	____
GENERAL			
1. Understanding why I do what I do (insight)	____	____	____
2. Encouraging comments on my own behavior (feedback)	____	____	____
3. Accepting help willingly	____	____	____
4. Making my mind up firmly	____	____	____
5. Criticizing myself	____	____	____
6. Waiting patiently	____	____	____

Continued

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STUDENT ACTIVITY WORKSHEET

"MAKING PROGRESS"

Continued

	Doing All Right	Need To Do It More	Need To Do It Less
7.			
8.			
COMMUNICATION SKILLS			
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening alertly			
6. Thinking before I talk			
7. Keeping my remarks on the topic			
8.			
OBSERVATION SKILLS			
1. Noting tension in the group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Sensing feelings of individuals			
5. Noting who is being "left out"			
6. Noting reaction to my comments			

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STUDENT ACTIVITY WORKSHEET

"MAKING PROGRESS"

Continued

	Doing All Right	Need To Do It More	Need To Do It Less
7. Noting when group avoids a topic	______	______	______
8. ______________	______	______	______
PROBLEM-SOLVING SKILLS			
1. Stating problems or goals	______	______	______
2. Asking for ideas, opinions	______	______	______
3. Giving ideas	______	______	______
4. Evaluating ideas critically	______	______	______
5. Summarizing discussion	______	______	______
6. Clarifying issues	______	______	______
7. ______________	______	______	______
MORALE-BUILDING SKILLS			
1. Showing interest	______	______	______
2. Working to keep people from being ignored	______	______	______
3. Harmonizing, helping people reach agreement	______	______	______
4. Reducing tension	______	______	______
5. Upholding rights of individuals in face of group pressure	______	______	______
6. Expressing praise or appreciation	______	______	______
7. ______________	______	______	______

OBJECTIVE

Modify plans for future activities related to his/her career goals, using his/her assessment of previous experience.

NO. IV-17.1-9-01

ACTIVITY

"WHEEL OF LIFE"

STUDENTS FOLLOW SIX QUESTIONS AROUND A WHEEL IN AN ATTEMPT TO ANSWER THE QUESTION, "WHERE AM I GOING?"

INFUSION AREAS

Home Economics
(career plans)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- "Wheel of Life" worksheets

USE WITH

large group

small group

individual

METHOD

lecture

discussion

individual study

PROCEDURES

"WHEEL OF LIFE"

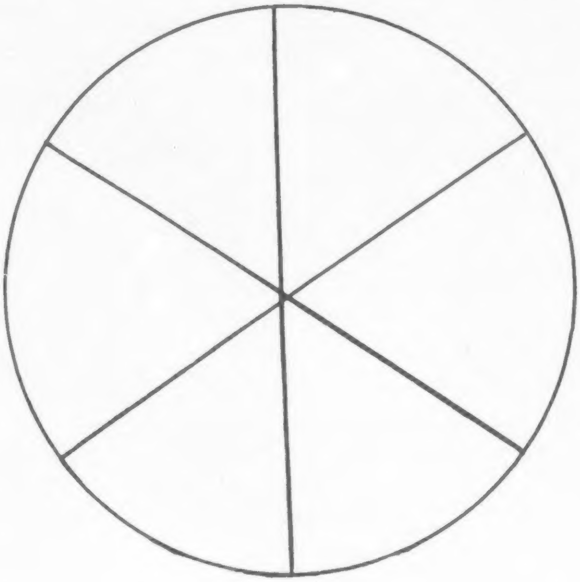
- Students fill out worksheets by themselves. They should draw or name an example of each situation in the wheel.
- Students then form small groups; they discuss their answers.
- After small groups have completed their discussion of each member's answer, they return to a large group.
- Ask individual students to decide which item in the wheel was the most important. Go around the room and ask students to share their decision and their reasons for it.
- What did the students learn from the exercise? Does present thinking affect future thinking?

STUDENT ACTIVITY WORKSHEET

NAME ________________________

"WHEEL OF LIFE"

(Where I am going)



Directions: In each space draw or name an example of each of the following:

1. What will I be doing eight years from now?
2. Something you are good at.
3. A career you would like to have.
4. A person you would like to pattern your life after.
5. Your favorite subject.
6. What you will be doing in 19 ____.

Assessment of Career Development Project, Mich. Dep't. of Educ., 1980

OBJECTIVE

Redesign a high school curriculum plan, given case-study information on progress toward a career goal.

NO. IV-17.1-9-02

ACTIVITY

"MY CURRICULUM"

STUDENTS DEVELOP A FOUR-YEAR PLAN OF HIGH SCHOOL OFFERINGS BASED ON THEIR CAREER GOALS.

INFUSION AREAS

Guidance
(course choice)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- classroom subjects worksheets
- high school curriculum guides

USE WITH

large group

small group

individual

METHOD

lecture

discussion

counseling

individual study

PROCEDURES

"MY CURRICULUM"

- Discuss questions included in procedures sections of worksheets:
  - what do courses offer the student
  - required subjects in high school
- Each student develops a curriculum to fit his/her needs, depending on individual career goals.

STUDENT ACTIVITY WORKSHEET

"MY CURRICULUM"

Background Information for Discussion:

1. English - composition, literature, speech:

   Most schools require everyone to take English. This is because we use our English in everything we do - when we talk to our friends, when we write letters, when we enter a discussion in biology, when we read the newspaper, etc. Whenever we have a thought we wish to convey to others we use English. Poor English is a handicap just like poor training for a job.

   Many students learn to like to read in English classes. This is valuable in helping use leisure time both now and when you are older. Good books are as pleasant company as interesting people.

2. Foreign Languages:

   When we study a language we read stories about the people who speak the language and the country where it is spoken. We read about the cities, the dress of the people, the traditions of the people, and the history of the country. Have you ever noticed how much better you like most people after you know them better? Would it help the world today if all people knew and understood each other better?

3. Mathematics - arithmetic, general mathematics, algebra, geometry, advanced algebra, trigonometry, solid geometry:

   You use mathematics when you figure your parents' or your wages at the end of a week, when you buy things at a store, when you handle money, when you read advertisements announcing a 10 percent reduction in prices, when you pay a bill before a certain date and get a two percent discount, etc. If you buy a hi-fi set and they tell you the cost is $300 and the carrying charge for a year is $32, can you figure what percent interest that is? Every science uses mathematics to figure distances, forces, and pressures so that students who plan to take science will need mathematics.

4. Science - general science, biology, chemistry, physics:

   Science helps us understand the natural laws that surround us. It helps us understand and appreciate our environment. It

STUDENT ACTIVITY WORKSHEET

"MY CURRICULUM"

Continued

will help us find the answers to such questions as: Why is the sky blue? Why does the snow melt on the yellow strips before it does on the rest of the road? Why are white clothes cooler than dark clothes made of the same material? In what stage can a moth be most easily killed? And thousands of questions which might be asked. Science will be valuable for students who wish to become nurses or pilots, enter mechanical trades or any one of dozens of vocations.

5. Social Studies - history, geography, civics, economics, sociology:

   People often say they can understand the actions of a certain person because they know his/her parents and family background. You have probably made statements like this: "I can understand him/her because he/she acts like the rest of the gang he/she goes with. I know that crowd!" If these statements are true, it seems logical that we will understand the world better through social studies. Knowing something about the actions of groups of people gives us insight into what has caused people and nations to do certain things in the past. People today are saying that the democracies are in danger. What are the benefits I enjoy in a democracy?

6. Fine Arts - music, art:

   Some of these courses teach us how to play instruments, or how to sing, or help us to develop skill in painting or drawing. However, more of us will be spectators than performers. If we take some of these courses it will help us enjoy ourselves at concerts, plays, art museums, etc. The more things we learn to enjoy the more pleasant our life will be.

7. Commercial - general business, commercial arithmetic, typewriting, bookkeeping, shorthand, salesmanship, law:

   These courses help prepare a student for work in an office. This training is not always sufficient for all office jobs nor is everyone who takes it certain to get a clerical job.

   Many students who do not plan to work in an office will find commercial subjects useful. With typewriters as common as they are today, it is certainly convenient to be able to type.

Continued

STUDENT ACTIVITY WORKSHEET

"MY CURRICULUM"

Continued

8. Home Economics:

   Most of us live in a home and will continue to do so. We need to know a lot of things about a home and how to get along with the others that live with us if we wish to live happily. Both boys and girls will find these courses valuable in this respect.

9. Industrial Arts - machine shop, mechanical drawing, woodworking:

   Industrial arts, as its name shows, is a study of some of the things done in industry. Many boys and girls enjoy courses of this type because they like to make things. These courses may suggest types of work that a student hasn't experienced before.

   Many of us enjoy hobbies. Have you seen people who have woodworking benches and machines in their basements? You undoubtedly know boys and girls who "go in" for photography. These hobbies and many others may grow out of industrial arts courses.

10. Physical Education:

    You and I and all of our friends take pride in a fine personal appearance which is not possible if our bodies are poorly developed. We play games in physical education. We learn tennis, basketball, archery, volley ball, ping-pong, and other games for groups to play.

Suggested Procedures:

1. No attempt has been made to include in this project a description of the various courses since there is a great variation in courses and curricula even though they have the same label. It is advisable that each school add to this project the material describing the offerings in each subject field or curriculum.

2. Students in the discussion can tell what they think a course can offer. If the students do not suggest all the points the teacher deems essential he/she can add information by saying "What about . . .?"

Continued

STUDENT ACTIVITY WORKSHEET

"MY CURRICULUM"

Continued

3. Students can be encouraged to talk to their instructors and gather information to be used in the discussion.

4. Do not evade the question of "required subjects." There are often legitimate answers to the student's objections in this regard and he/she will be better motivated if he/she knows of such reasons for a subject being a "requirement." If there doesn't appear to be any good reason why a given student should be required to take a given subject, admit the fact, say that requirements are not equally just, and then have a discussion of how the obstacle can be, or should be met. "How can I get value out of something that I don't at first want to do?"

5. Students who plan to go to work after high school graduation should interview someone connected with a firm offering such work. In the interview they should ask such questions as "What skills must I possess to succeed in this work?" "What knowledge must I have?" When this information is found early in the high school experience of a student, it will guide his selection of his high school program.

6. Each student should develop a four-year educational plan of study based on his/her career goals and his/her high school program offerings.

CAREER DEVELOPMENT
GOALS
SUBGOALS
AND
PERFORMANCE OBJECTIVES

CAREER DEVELOPMENT GOALS, SUBGOALS, AND PERFORMANCE OBJECTIVES

The Career Development goals and subgoals listed below were developed by a Task Force of Michigan educators in 1974, and were approved by the State Board of Education in 1975. The performance objectives for these goals and subgoals were developed by teams of career educators under grant agreements with the Washtenaw Intermediate School District and Kentwood Public Schools in 1978.

COMPONENT I. SELF AWARENESS AND ASSESSMENT

Goal 1. Acquisition of information about personal characteristics of self and others.

[1]Subgoal 1.1 For the individual to identify his/her strengths and weaknesses in physical, intellectual, and emotional development.

By the end of the third grade, the student will:

Obj. I-1.1-3-01 identify different emotional reactions to a given situation.

Obj. I-1.1-3-02 select from a list of physical and intellectual characteristics those which best describe himself/herself and those which least describe himself/herself.

Obj. *I-1.1-3-03 identify his/her current abilities, given a list of abilities.

By the end of the sixth grade, the student will:

Obj. I-1.1-6-01 identify one personal strength and one personal weakness and tell why he/she considers it a strength or weakness.

*Obj. I-1.1-6-02 select from a list of physical and intellectual characteristics those which best describe himself/herself and those which least describe himself/herself.

1/ This subgoal was revised as a result of objections by reviewers to the original statement.

* Assessment items and instructional strategies available

Obj. I-1.1-6-03 rank from the most appropriate to the least appropriate a list of his/her possible emotional reactions to a given situation and explain his/her selection.

Obj. I-1.1-6-04 demonstrate verbal and nonverbal behaviors that an individual may use to express a given emotion.

By the end of the ninth grade, the student will:

Obj. I-1.1-9-01 compile a list of his/her physical, intellectual, and emotional characteristics that contribute to his/her uniqueness.

Obj. I-1.1-9-02 explain how out-of-school experiences can affect his/her intellectual development.

Obj. I-1.1-9-03 list situations when his/her reactions may differ from how he/she really feels.

Obj. I-1.1-9-04 cite examples of how physical and/or emotional feelings can affect his/her ability to perform a task.

Subgoal 1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

By the end of the third grade, the student will:

Obj. *I-1.2-3-01 identify those values that are important to him/her, given a list of work values.

Obj. *I-1.2-3-02 identify his/her current high and low interests, given a list of interests.

By the end of the sixth grade, the student will:

Obj. *I-1.2-6-01 identify his/her values and give examples of his/her behaviors which confirm these values.

Obj. *I-1.2-6-02 identify his/her interest areas and give examples

*Assessment items and instructional strategies available

of his/her activities which relate to those interests.

By the end of the ninth grade, the student will:

Obj. *I-1.2-9-01 compare and contrast his/her values and the values of others in a nonjudgmental way.

Obj. *I-1.2-9-02 compare and contrast his/her interests and the interests of others in a nonjudgmental way.

Subgoal 1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

By the end of the third grade, the student will:

Obj. I-1.3-3-01 identify various life settings, e.g., family, clubs, school, of which he/she is a member.

Obj. I-1.3-3-02 describe an experience in which he/she had success and one in which he/she met failure.

Obj. I-1.3-3-03 predict how another person might feel, given a particular situation.

By the end of the sixth grade, the student will:

Obj. I-1.3-6-01 list sources from which he/she can obtain information about his/her abilities.

Obj. I-1.3-6-02 describe how an experience might have different significance given 2 different settings,(e.g., being criticized publicly/privately).

Obj. I-1.3-6-03 identify a situation in which he/she has gained knowledge about his/her emotional characteristics.

By the end of the ninth grade, the student will:

Obj. I-1.3-9-01 select from a given list personal characteristics which make an individual successful in a stated role.

*Assessment items and instructional strategies available

Obj. I-1.3-9-02 name a person he/she admires and state reasons for choosing this person.

Obj. I-1.3-9-03 compare his/her behavior with that of another person when experiencing the same situation, e.g., failing a test.

Goal 2. Recognition of self development as a life-long process.

Subgoal 2.1 For the individual to recognize that self development is the result of interaction between personal characteristics and his or her environment.

By the end of the third grade, the student will:

Obj. *I-2.1-3-01 identify ways in which people have influenced his/her values and interests, and ways in which he/she has influenced people.

By the end of the sixth grade, the student will:

Obj. *I-2.1-6-01 identify ways in which his/her immediate environments (including people) have influenced his/her values and interests, and ways in which he/she has influenced these environments.

By the end of the ninth grade, the student will:

Obj. *I-2.1-9-01 explain ways in which his/her environment influences his/her values and interests and ways in which he/she influences the environment.

Obj. *I-2.1-9-02 compare the influences of his/her environment on him/her to the influences of other people's environment on them.

Subgoal 2.2 For the individual to establish goals to direct self development.

By the end of the third grade, the student will:

Obj. *I-2.2-3-01 establish an attainable goal, based on self-assess-

*Assessment items and instructional strategies available

ment, that is intended to bring about a new behavior within a short period of time (one month or less).

By the end of the sixth grade, the student will:

Obj. *I-2.2-6-01 establish an attainable goal, based on self-assessment, that is intended to bring about a new behavior within a specified period of time (one semester).

By the end of the ninth grade, the student will:

Obj. *I-2.2-9-01 establish an attainable goal, based on self-assessment, that is intended to bring about a new behavior within a specified period of time (one year).

Subgoal 2.3 For the individual to recognize that change in self-concept can be the result of learning, physical growth, and/or maturation.

By the end of the third grade, the student will:

Obj. *I-2.3-3-01 will indicate how given learning, physical growth, and/or maturation factors have changed his/her self-concept since starting school.

By the end of the sixth grade, the student will:

Obj. *I-2.3-6-01 recognize examples of how learning, physical growth, and maturation have affected self-concept in case studies and in his/her life.

By the end of the ninth grade, the student will:

Obj. *I-2.3-9-01 recognize examples of ways in which changes in self-concept can be brought about by learning, physical growth, and maturation.

Goal 3. Understanding individual and group aspects of behavior.

Subgoal 3.1 For the individual to understand the difference between individual and group roles.

*Assessment items and instructional strategies available.

By the end of the third grade, the student will:

Obj. I-3.1-3-01 identify factors, e.g., cooperation, sharing, listening, which aid a group to function effectively.

Obj. I-3.1-3-02 list activities which he/she does alone and activities he/she does as a member of a group.

Obj. I-3.1-3-03 select from a list those feelings that best describe how he/she feels when doing various individual/group activities.

By the end of the sixth grade, the student will:

Obj. I-3.1-6-01 identify the impact of his/her actions on others in a given situation.

Obj. I-3.1-6-02 identify the different individual roles, e.g., leader, worker, listener, follower, within a given group.

Obj. I-3.1-6-03 describe a situation where compromise was used to reach a group goal.

Obj. I-3.1-6-04 explain how a person shows respect for someone's thinking even though he/she disagrees with it.

Obj. I-3.1-6-05 describe a situation in which a decision made by a group conflicted with his/her individual beliefs.

Obj. I-3.1-6-06 describe how different members of a group accept responsibilities in a given situation.

By the end of the ninth grade, the student will:

Obj. I-3.1-9-01 describe how individual actions may impede the work of the group.

Obj. I-3.1-9-02 select from a list of skills and attitudes those that an effective group member would likely possess.

Obj. I-3.1-9-03 analyze factors that influence group membership.

Obj. I-3.1-9-04 describe situations in which he/she would/would not compromise individual values.

Obj. I-3.1-9-05 list the contributions of individuals to complete a given task, e.g., school dance.

Obj. I-3.1-9-06 evaluate his/her contribution to a group as a leader and/or member.

Subgoal 3.2 For the individual to recognize the individual and group aspects of life-career roles.

By the end of the third grade, the student will:

Obj. I-3.2-3-01 identify his/her individual tasks in a given group situation, e.g., citizen of a class, family, recess activity.

Obj. I-3.2-3-02 identify activities he/she is able to perform without assistance from someone else.

Obj. I-3.2-3-03 list activities he/she prefers doing with a peer group and activities which he/she prefers doing with adults.

Obj. I-3.2-3-04 explain ways his/her behavior affects the class.

By the end of the sixth grade, the student will:

Obj. I-3.2-6-01 list personal characteristics which may contribute to an individual's effectiveness as a group member.

Obj. I-3.2-6-02 analyze how his/her participation affects the performance of the group.

Obj. I-3.2-6-03 list the groups of which he/she is a member and state reasons for being in each group.

By the end of the ninth grade, the student will:

Obj. I-3.2-9-01 list specific characteristics he/she should develop to qualify for membership in a given group.

Obj. I-3.2-9-02 cite examples of group and individual aspects of occupations in which he/she has an interest.

Subgoal 3.3 For the individual to understand the effect of role expectation on individual behavior.

By the end of the third grade, the student will:

Obj. I-3.3-3-01 describe the behavior expected of an individual in a given role, e.g., safety patrol, mail carrier, fire fighter.

Obj. I-3.3-3-02 state a rule that applies to one place and not another.

Obj. I-3.3-3-03 describe the feelings he/she has when someone else is pleased/disappointed in his/her behavior.

Obj. I-3.3-3-04 identify ways in which others depend on work he/she does.

Obj. I-3.3-3-05 identify expectations his/her parents have of himself/herself.

Obj. I-3.3-3-06 discuss ways he/she is dependent upon the contributions of others.

By the end of the sixth grade, the student will:

Obj. I-3.3-6-01 state possible outcomes when an individual's behavior does not meet the expectations of others.

Obj. I-3.3-6-02 describe a situation in which an individual decision was not popular with the group.

Obj. I-3.3-6-03 describe how he/she feels when someone behaves differently than expected.

Obj. I-3.3-6-04 discuss a situation in which peer pressure altered his/her opinion and/or action.

By the end of the ninth grade, the student will:

Obj. I-3.3-9-01 analyze why expectations for behavior may vary from one situation (peers) to another (family).

Obj. I-3.3-9-02 discuss how conflict might be resolved when an individual's desired life style differs from someone else's expectations.

Obj. I-3.3-9-03 discuss how conflict between family expectations and personal expectations might be resolved.

Obj. I-3.3-9-04 describe a situation where being creative may result in success/failure.

Goal 4. The acquisition and application of interpersonal skills.

Subgoal 4.1 For the individual to identify experiences which utilize interpersonal skills.

By the end of the third grade, the student will:

Obj. I-4.1-3-01	identify activities that require working with others.
Obj. I-4.1-3-02	relate an experience in which he/she used interpersonal skills (e.g., listening, responding, caring.)
Obj. I-4.1-3-03	demonstrate examples of non-verbal communication in a given situation.
Obj. I-4.1-3-04	describe how someone else feels by observing him/her.
Obj. I-4.1-3-05	identify situations when listening is important.

By the end of the sixth grade, the student will:

Obj. I-4.1-6-01	list interpersonal skills (e.g., sensitivity, acceptance, empathy).
Obj. I-4.1-6-02	identify interpersonal skills that are important to a given occupation.
Obj. I-4.1-6-03	identify interpersonal skills which may help in the resolution of a given problem situation.
Obj. I-4.1-6-04	identify situations where leadership skills were demonstrated.
Obj. I-4.1-6-05	identify ineffective interpersonal behaviors (e.g., bragging, not listening, put-downs, bad-mouthing).

By the end of the ninth grade, the student will:

Obj. I-4.1-9-01	identify how interpersonal skills are employed in successfully resolving a given situation.
Obj. I-4.1-9-02	list interpersonal skills used in obtaining and maintaining a job.
Obj. I-4.1-9-03	discuss the effect of cultural/ethnic traditions (e.g., greetings) on interpersonal behavior.
Obj. I-4.1-9-04	analyze experiences that might lead to growth in interpersonal skills.

Obj. I-4.1-9-05 compare and contrast the interpersonal skills of people his/her age, people younger and people older in a given situation.

Subgoal 4.2 For the individual to acquire listening, attending, responding, and initiating skills.

By the end of the third grade, the student will:

Obj. *I-4.2-3-01 demonstrate basic interpersonal skills with friends.

By the end of the sixth grade, the student will:

Obj. *I-4.2-6-01 demonstrate basic interpersonal skills with peers.

By the end of the ninth grade the student will:

Obj. *I-4.2-9-01 demonstrate basic interpersonal skills with adults, peers, and younger children.

Subgoal 4.3 For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

By the end of the third grade, the student will:

Obj. *I-4.3-3-01 recognize the effect of given attitudes and behaviors on maintaining a friendship.

By the end of the sixth grade, the student will:

Obj. *I-4.3-6-01 recognize the effect of given attitudes and behaviors on maintaining interpersonal relationships with peers.

By the end of the ninth grade, the student will:

Obj. *I-4.3-9-01 identify alternative strategies which can maintain interpersonal relationships given specific situations.

*Assessment items and instructional strategies available.

Subgoal "B" For the individual to hold certain fundamental beliefs relevant to self awareness and self assessment.

By the end of the third grade, the student will:

Obj. *I-B-3-01 hold appropriate beliefs relevant to some aspects of self awareness, self assessment, self concept, and self development, (e.g., that individual differences are o.k., that self concept changes, etc.)

By the end of the sixth grade, the student will:

Obj. *I-B-6-01 hold appropriate beliefs relevant to some aspects of self awareness, self assessment, self concept, and self development, (e.g., that he/she has some control over self concept changes. etc.)

By the end of the ninth grade, the student will:

Obj. *I-B-9-01 hold appropriate beliefs relevant to some aspects of self awareness, self assessment, self concept, and self development, (e.g., that self concept changes during maturation are frequent and confusing, that he/she can facilitate some desired self concept changes by structuring learning, etc.)

COMPONENT II. CAREER AWARENESS AND EXPLORATION

Goal 5. Recognition of educational alternatives and their applications.

Subgoal 5.1 For the individual to understand individual differences in education and training needs.

By the end of the third grade, the student will:

Obj. *II-5.1-3-01 identify skills needed for various home/classroom jobs.

Obj. *II-5.1-3-02 identify skills needed for various leisure activities.

By the end of the sixth grade, the student will:

Obj. *II-5.1-6-01 identify kinds of training needed for each of several pupil activities.

*Assessment items and instructional strategies available.

Obj. *II-5.1-6-02 identify different education and training needs among a hypothetical group of youngsters with given special interests, talents, and academic strengths and weaknesses.

By the end of the ninth grade, the student will:

Obj. *II-5.1-9-01 select from a list of choices the most appropriate training for an individual, given the person's aptitude, interests, and tentative career goal.

Obj. *II-5.1-9-02 identify factors that would influence a student's decision on post-high school educational plans.

Obj. *II-5.1-9-03 identify the training, experience, and skills needed for various jobs available for teenagers in his/her community.

Subgoal 5.2 For the individual to recognize the variety of types and sources of education and training.

By the end of the third grade, the student will:

Obj. *II-5.2-3-01 identify at least two different places where each of several activities can be learned.

By the end of the sixth grade, the student will:

Obj. *II-5.2-6-01 identify several settings in which education/training can be obtained for each of several activities.

Obj. *II-5.2-6-02 select an informal and a formal source of learning for each of several activities.

Obj. *II-5.2-6-03 match skills with a setting in which that skill can be developed, given a list of skills and a list of educational settings.

Obj. *II-5.2-6-04 know local junior high/middle school educational options.

By the end of the ninth grade, the student will:

Obj. *II-5.2-9-01 describe the types of training or education best suited to a familiar occupational role.

*Assessment items and strategies available.

Obj. *II-5.2-9-02 know local high school curriculum options.

Subgoal 5.3 For the individual to relate educational alternatives to life style.

By the end of the third grade, the student will:

(Objectives dropped as an outcome of professional and public review.)

By the sixth grade, the student will:

Obj. *II-5.3-6-01 give one potentially desirable and one potentially undesirable consequence of several educational alternatives (e.g., dropping out, high school diploma, college)

By the end of the ninth grade, the student will:

Obj. *II-5.3-9-01 give one potentially desirable and one potentially undesirable consequence of several educational alternatives (e.g., higher education, on-the-job training, armed services, vocational school)

Obj. *II-5.3-9-02 recognize that choosing educational alternatives according to life style is an ongoing process.

Goal 6. Identification and exploration of alternative occupational roles and settings.

Subgoal 6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

By the end of the third grade, the student will:

Obj. *II-6.1-3-01 categorize a variety of common occupations according to a predominant lifestyle influence (e.g., place of residence, vacations/hours, etc.)

By the end of the sixth grade, the student will:

Obj. *II-6.1-6-01 identify for a variety of occupations one major influence which each occupation has on a person's life style (e.g., geography, emergency conditions, prestige)

Obj. *II-6.1-6-02 explain how an occupation typically influences certain factors of the lifestyle and how it may not, given a list of visible occupations and a list of factors.

*Assessment items and instructional strategies available.

By the end of the tenth grade, the student will:

Obj. *II-6.1-9-01 explain how an occupation typically influences certain factors of the lifestyle and how it may not, given a list of occupations and a list of factors.

Subgoal 6.2 For the individual to recognize that occupations tend to cluster in several ways.

By the end of the third grade, the student will

Obj. II-6.2-3-01 organize a list of careers into related occupations by some common characteristics.

Obj. II-6.2-3-02 categorize a list of workers into producers of goods and producers of services.

Obj. II-6.2-3-03 describe similarities/differences between various occupations within a given setting (e.g., school, neighborhood, community, etc.)

By the end of the sixth grade, the student will:

Obj. II-6.2-6-01 name ways in which occupations tend to cluster.

Obj. II-6.2-6-02 categorize a list of occupations according to common characteristics.

Obj. II-6.2-6-03 categorize a list of occupations into given career clusters (e.g., agribusiness, personal service, manufacturing).

Obj. II-6.2-6-04 explain how he/she might be limited by categorizing occupations into clusters for males/females.

By the end of the ninth grade, the student will:

Obj. II-6.2-9-01 classify occupations by clusters within a given industry.

Obj. II-6.2-9-02 classify a list of occupations by educational requirements for entry.

Obj. II-6.2-9-03 demonstrate ability to use the Michigan Occupational Information System by completing a MOIS search.

*Assessment items and instructional strategies available.

Obj. II-6.2-9-04 list cluster categories to which a specific occupation could belong.

Subgoal 6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.)

By the end of the third grade, the student will:

Obj. *II-6.3-3-01 suggest ways of acquiring information about family member work roles.

Obj. *II-6.3-3-02 identify methods of acquiring information about specific occupations.

By the end of the sixth grade, the student will:

Obj. *II-6.3-6-01 identify sources of information to use in answering questons about occupations.

By the end of the ninth grade, the student will:

Obj. *II-6.3-9-01 identify major sources of occupational information.

Obj. *II-6.3-9-02 use major sources of occupational information to answer questions about a personally preferred occupation.

Obj. II-6.3-9-03 give examples of the constant changes in occupational information which necessitates learning sources rather than facts.

Subgoal 6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

By the end of the third grade, the student will:

Obj. II-6.4-3-01 describe various rewards an individual receives for his/her work.

Obj. II-6.4-3-02 identify goods and services used by a class during a school day.

Obj. II-6.4-3-03 trace the steps from producer to consumer, given a product.

*Assessment items and instructional strategies available.

By the end of the sixth grade, the student will:

Obj. II-6.4-6-01 describe the various occupations needed to produce and market a mass produced item.

Obj. II-6.4-6-02 assess the interdependence of occupations within a specific work setting.

Obj. II-6.4-6-03 examine the effect of supply and demand, given an economic situation (e.g., seasonal goods, oil, coffee).

By the end of the ninth grade, the student will:

Obj. II-6.4-9-01 list effects the increase in leisure time has on the occupational world.

Obj. II-6.4-9-02 explain the implications a new product may have on job opportunities.

Obj. II-6.4-9-03 analyze employment trends in a given occupation.

Obj. II-6.4-9-04 analyze factors (e.g., quality, price, pride) involved in mass production and individual unit production including handcrafting.

Obj. II-6.4-9-05 develop a budget for a family of four, given a monthly income.

Subgoal 6.5 For the individual to identify the factors that affect job success, advancement, and mobility.

By the end of the third grade, the student will:

Obj. *II-6.5-3-01 identify some simple factors which affect the successful completion of a home or classroom job.

Obj. *II-6.5-3-02 demonstrate successful completion of a clssroom task (as determined by a teacher checklist of important factors.)

Obj. *II-6.5-3-03 identify some work habits/attitudes that are important both in elementary school and adult life.

By the end of the sixth grade, the student will:

Obj. *II-6.5-6-01 identify several factors which may affect the

*Assessment items and instructional strategies available.

successful completion of a job (home, school, community or part-time employment.)

Obj. *II-6.5-6-02 identify factors which would be essential to consider when choosing someone for each of several possible assignments.

By the end of the ninth grade, the student will:

Obj. *II-6.5-9-01 identify, from case studies illustrating a student's or a worker's efforts toward success or advancement, various factors enhancing or deterring those efforts.

Obj. II-6.5-9-02 match a list of success-inhibiting attitudes to a list of corresponding success-promoting attitudes.

Obj. *II-6.5-9-03 identify several factors which influence occupational demand and availability.

Subgoal 6.6 For the indiviudal to gain experience in work related roles and settings.

By the end of the third grade, the student will:

Obj. *II-6.6-3-01 name work-related experiences which he/she had.

Obj. *II-6.6-3-02 indicate several kinds of work-related experiences he/she would like to try.

By the end of the sixth grade, the student will:

Obj. *II-6.6-6-01 identify work activities which he/she has performed in different settings.

Obj. *II-6.6-6-02 indicate a variety of kinds of work-related experiences he/she would like to try.

By the end of the ninth grade, the student will:

Obj. *II-6.6-9-01 list at least five work-related experiences which he/she has had during the past year.

Obj. *II-6.6-9-02 indicate on a checklist an extensive variety of work-related activities and experiences which he/she has had.

*Assessment items and instructional strategies available.

Obj. *II-6.6-9-03 indicate part-time and/or volunteer jobs he/she hopes to undertake during high school years as a means of gaining work-related exploratory experiences.

Goal 7. Identification and exploration of alternative leisure roles and settings.

Subgoal 7.1 For the individual to understand the relationship between leisure roles and life styles.

By the end of the third grade, the student will:

Obj. II-7.1-3-01 identify reasons why people choose different activities for their leisure time.

Obj. II-7.1-3-02 distinguish between leisure time activities in which he/she is a participant/spectator.

Obj. II-7.1-3-03 identify leisure time activities he/she does alone/with family/with friends.

Obj. II-7.1-3-04 identify leisure time activities which are appropriate for a given amount of time (e.g., 30 minutes, afternoon, summer.)

By the end of the sixth grade, the student will:

Obj. II-7.1-6-01 rank leisure time activities according to cost.

Obj. II-7.1-6-02 given a list, identify leisure time activities which may lead to employment.

Obj. II-7.1-6-03 evaluate what makes his/her favorite leisure time activity worthwhile to him/her.

Obj. II-7.1-6-04 evaluate factors that influence his/her choice of leisure time activities.

By the end of the ninth grade, the student will:

Obj. II-7.1-9-01 identify factors (e.g., health, economics, mass media) which contribute to trends in leisure time activities.

*Assessment items and instructional strategies available.

Obj. II-7.1-9-02	describe how leisure time activities may change as one's lifestyle changes (e.g., single to married, school to work, unemployed to employed.)
Obj. II-7.1-9-03	compare the estimated yearly cost of leisure time activities which he/she enjoys.
Obj. II-7.1-9-04	analyze pressures that influences participation in a leisure time activity.
Obj. II-7.1-9-05	explain how his/her choice of leisure time activities reflects his/her personality.
Obj. II-7.1-9-06	compare the amount of leisure time available at various life stages.

Subgoal 7.2 For the individual to understand the relationship between leisure roles and their settings.

By the end of the third grade, the student will:

Obj. II-7.2-3-01	distinguish between seasonal and year round leisure time activities.
Obj. II-7.2-3-02	list leisure time activities available in a given geographic location.
Obj. II-7.2-3-03	describe his/her favorite place and what he/she likes to do there.
Obj. II-7.2-3-04	give examples of his/her leisure time activities done in summer/winter.

By the end of the sixth grade, the student will:

Obj. II-7.2-6-01	list leisure time activities which encourage environmental awareness.
Obj. II-7.2-6-02	explain how an individual's geographic location influences his/her choice of leisure time activities.
Obj. II-7.2-6-03	compare and contrast leisure time activities available in urban/suburban/rural settings.
Obj. II-7.2-6-04	point out beneficial and/or detrimental effects of leisure time activities on the environment.

By the end of the ninth grade, the student will:

Obj. II-7.2-9-01 cite how changes in the natural environment have affected leisure time activities.

Obj. II-7.2-9-02 list sources used to identify leisure time activities available in his/her community.

Obj. II-7.2-9-03 compare leisure time activities in different cultures.

Obj. II-7.2-9-04 describe the effects of a leisure time activity on his/her physical/emotional self.

Goal 8. Identification and exploration of alternative family roles and settings.

Subgoal 8.1 For the individual to understand the relationship between family roles and life styles.

By the end of the third grade, the student will:

Obj. II-8.1-3-01 list responsibilities of each member of his/her family.

Obj. II-8.1-3-02 give examples of family structures (e.g., single parent, guardian, step-parent).

Obj. II-8.1-3-03 list his/her responsibilities to his/her family.

By the end of the sixth grade, the student will:

Obj. II-8.1-6-01 explain how his/her life style is related to his/her family responsibilities.

Obj. II-8.1-6-02 identify responsibilities of parenthood.

Obj. II-8.1-6-03 explain why two families might have different rules for a given situation.

Obj. II-8.1-6-04 discuss his/her responsibilities based on his/her position in the family.

By the end of the ninth grade, the student will:

Obj. II-8.1-9-01 explain how changes (e.g., divorce, remarriage, new baby) in family structure may influence the responsibilities of individual family members.

Obj. II-8.1-9-02	discuss the effect of changing roles of men and women on today's life styles.
Obj. II-8.1-9-03	describe the ways his/her family makes decisions and/or resolves conflicts.
Obj. II-8.1-9-04	discuss how family expectations influence his/her choice of life style.
Obj. II-8.1-9-05	discuss how family roles have changed over the past 50 years.

Subgoal 8.2 For the individual to identify the factors that influence family role (setting, occupation, peers, age, government policies, etc.)

By the end of the third grade, the student will:

Obj. II-8.2-3-01	describe his/her role within the family.
Obj. *II-8.2-3-02	identify the effects of common family changes (e.g., new baby, father works different shift, mother is ill, etc) on the family role of various members.

By the end of the sixth grade, the student will:

Obj. *II-8.2-6-01	produce an inventory of the roles of various members of his/her family.
Obj. *II-8.2-6-02	identify the effects of some internal factors on family role (e.g., age, occupation, family constellation.)
Obj. *II-8.2-6-03	identify the effects of some external factors on family role (geography, peer expectations, etc.)

By the end of the ninth grade, the student will:

Obj. *II-8.2-9-01	identify the effects of multiple internal factors on family role (e.g., family structure, sex-role expectations, affluence, etc.)
Obj. *II-8.2-9-02	identify the effects of multiple external factors on family role (e.g., economics, community norms, government policies, etc.)

*Assessment items and instructional strategies available.

Goal 9. Identification and exploration of alternative citizen roles and settings.

Subgoal 9.1 For the individual to understand the relationship between citizen roles and life styles.

By the end of the third grade, the student will:

Obj. II-9.1-3-01 identify the rules that protect an individual at home, at school, in the community.

Obj. II-9.1-3-02 identify the basic safety signals/signs and state their importance.

Obj. II-9.1-3-03 discuss his/her classroom rights.

Obj. II-9.1-3-04 describe qualities which help make him/her a good citizen of the classroom.

By the end of the sixth grade, the student will:

Obj. II-9.1-6-01 identify constructive actions which could be taken after witnessing rules/laws being broken.

Obj. II-9.1-6-02 demonstrate an understanding of the influences of peer pressure on observance of a rule.

Obj. II-9.1-6-03 discuss the changes in rights and responsibilities of different life stages.

Obj. II-9.1-6-04 discuss why people choose not to follow certain rules.

Obj. II-9.1-6-05 discuss the positive aspects of participation in the development of rules.

Obj. II-9.1-6-06 discuss the value of rules/laws in terms of consequences.

By the end of the ninth grade, the student will:

Obj. II-9.1-9-01 list opportunities for citizen involvement in school and community.

Obj. II-9.1-9-02 identify possible conflict between an individual's responsibility to society and his/her self interest.

Obj. II-9.1-9-03 discuss the effects of unwritten rules (socially acceptable behavior) on an individual's life style.

Obj. II-9.1-9-04 discuss what he/she has learned from observation of adult citizenship roles.

Obj. II-9.1-9-05 explain why some rules/laws are enforced for some people and not for others.

Subgoal 9.2 For the individual to identify the factors that influence citizen roles (setting, occupation, peers, age, government policies, etc.)

By the end of the third grade, the student will:

Obj. *II-9.2-3-01 identify reasons for classroom rules.

Obj. *II-9.2-3-02 identify characteristics of a good citizen.

By the end of the sixth grade, the student will:

Obj. *II-9.2-6-01 identify the effect of various factors on school citizen roles, given a list of factors (school size, grades present, presence of student government opportunities, student traits and abilities, etc.)

Obj. *II-9.2-6-02 identify "rights" and "responsibilities" of the citizens of various communities (school, neighborhood, town, country.)

Obj. II-9.2-6-03 give reasons for supporting and/or opposing a given community project.

By the end of the ninth grade, the student will:

Obj. *II-9.2-9-01 list factors that affect what a city dweller does for his/her community and that affect what a citizen of a small town does for his/her community.

Obj. *II-9.2-9-02 identify conditions in a society that facilitate or hinder the exercising of individual rights and responsibilities and describe the impact of each.

Obj. *II-9.2-9-03 identify factors which will facilitate and inhibit a citizenship goal given a case study of a citizen's interests, talents and desires and the community in which he/she lives.

*Assessment items and instructional strategies available.

Subgoal 9.3 For the individual to understand the relationship between political systems and citizen role.

By the end of the third grade, the student will:

Obj. II-9.3-3-01 list actions which can be taken when his/her classroom rights have been disregarded.

Obj. II-9.3-3-02 list three freedoms he/she has.

Obj. II-9.3-3-03 give examples of the concepts of majority and minority.

Obj. II-9.3-3-04 explain why voting may/may not be used to reach decisions.

Obj. II-9.3-3-05 discuss how to change a rule at home/school.

By the end of the sixth grade, the student will:

Obj. II-9.3-6-01 identify responsibilities of a representative of a given group.

Obj. II-9.3-6-02 discuss rights/privileges he/she has and their respective responsibilities.

Obj. II-9.3-6-03 discuss the personal implications of accepting group decisions he/she feels are unjust.

Obj. II-9.3-6-04 list laws/rules he/she complies with regardless of personal feelings.

Obj. II-9.3-6-05 list rights/freedoms that some others in the world do not have.

Obj. II-9.3-6-06 describe how he/she felt when he/she was a member of a majority/minority.

By the end of the ninth grade, the student will:

Obj. II-9.3-9-01 explain how public protest affects change and/or enforcement of laws.

Obj. II-9.3-9-02 list instances in which the majority has positively/negatively affected the rights of the minority.

Obj. II-9.3-9-03 explain how pressure groups influence the decision making process.

Obj. II-9.3-9-04 analyze factors which influence involvement in civil disobedience.

COMPONENT III. CAREER DECISION MAKING

Goal 10. Understanding the nature of decision making.

Subgoal 10.1 For the individual to identify situations and events in his or her life that involve making decisions.

By the end of the third grade, the student will:

Obj. *III-10.1-3-01 recognize a situation in which a decision is usually made by himself/herself, given a list of several decision-making situations.

Obj. *III-10.1-3-02 recognize a situation in which a decision is usually made by an adult, given a list of several decision-making situations.

Obj. *III-10.1-3-03 recognize a situation in which a decision is usually made with someone else, given a list of several decision-making situations.

By the end of the sixth grade, the student will:

Obj. *III-10.1-6-01 identify decisions others generally make for him/her.

Obj. *III-10.1-6-02 identify several situations or events in his/her life involving personal decision-making.

Obj. *III-10.1-6-03 identify a responsibility resulting from a decision he/she has made.

By the end of the ninth grade, the student will:

Obj. *III-10.1-9-01 given a list of future life-role decisions, describe his/her current levels of involvement in planning for decision-making.

Obj. *III-10.1-9-02 identify which is most complex in a set of decisions.

Subgoal 10.2 For the individual to identify factors that influence decision making.

By the end of the third grade, the student will:

*Assessment items and instructional strategies available.

Obj. *III-10.2-3-01 know that people have reasons for making decisions and recognize possible reasons in familiar decision making situations.

By the end of the sixth grade, the student will:

Obj. *III-10.2-6-01 give present examples of attempts to influence him/her in his/her decision making (e.g., media advertising, peer pressures, etc.)

Obj. *III-10.2-6-02 recognize factors within the person and factors within the situation which influence given decision making situations.

By the end of the ninth grade, the student will:

Obj. *III-10.2-9-01 identify factors that have the greatest/least influence on a given decision.

Obj. *III-10.2-9-02 recognize various decision making styles, given descriptions of career decisions.

Goal 11. Skill development in the decision making process.

Subgoal 11.1 For the individual to acquire skill in developing options.

By the end of the third grade, the student will:

Obj. *III-11.1-3-01 give several possible ways to accomplish a given school or home task.

Obj. *III-11.1-3-02 identify those persons best able to help, given a list of persons and a particular decision making situation.

Obj. *III-11.1-3-03 suggest several possible activities with which he/she could meaningfully fill a period of leisure time in school.

By the end of the sixth grade, the student will:

Obj. *III-11.1-6-01 identify several resources he/she can use to accomplish a specific home or school task.

*Assessment items and instructional strategies available.

Obj. *III-11.1-6-02 suggest alternative ways he/she could budget the use of a given weekly allowance.

By the end of the ninth grade, the student will:

Obj. *III-11.1-9-01 identify multiple occupations for which a person with a given interest might be suited.

Obj. *III-11.1-9-02 identify multiple occupations for which a person with a given physical or mental skill might be suited.

Obj. *III-11.1-9-03 classify as helpful or not alternative ways a given person might work toward achieving a life goal.

Obj. *III-11.1-9-04 identify various options in a given complex social situation.

Subgoal 11.2 For the individual to acquire skill in relating factors that influence a decision to identified options.

By the end of the third grade, the student will:

Obj. III-11.2-3-01 rank activities he/she enjoys and state reasons which support his/her first choice.

Obj. III-11.2-3-02 list reasons why one option is more valued than another, given two options.

By the end of the sixth grade, the student will:

Obj. III-11.2-6-01 give his/her reasons for participating in a specific activity, given a list of available activities.

Obj. III-11.2-6-02 explain how personal strengths/limitations may suggest different options for an individual.

By the end of the ninth grade, the student will:

Obj. III-11.2-9-01 select possible careers for an individual, given a list of the individual's skills/characteristics.

Obj. III-11.2-9-02 relate factors which might influence his/her

*Assessment items and instructional strategies available.

decisions concerning life changes (e.g., getting married, moving, occupational change, having children, death.)

Obj. III-11.2-9-03 identify his/her personal characteristics/skills that make a particular career interesting to him/her.

Obj. III-11.2-9-04 describe factors that have influenced the elimination of career choices as he/she has grown older.

Subgoal 11.3 For the individual to gain decision making experience by making systematic decisions.

By the end of the third grade, the student will:

Obj. *III-11.3-3-01 recognize a series of decisions that he/she has recently made.

By the end of the sixth grade, the student will:

Obj. III-11.3-6-01 personally make a classwide decision for a given choice situation.

Obj. *III-11.3-6-02 identify decisions that he/she has made recently at home.

Obj. *III-11.3-6-03 report systematically the steps actually taken to solve a personal problem involving a decision.

By the end of the ninth grade, the student will:

Obj. *III-11.3-9-01 report personal examples of both systematic and unsystematic decision making.

Obj. *III-11.3-9-02 arrange in sequential order the steps involved in making a personal systematic decision

Obj. *III-11.3-9-03 report personal examples of conflicting values in his/her own decision making.

Obj. *III-11.3-9-04 tell what he/she would have done differently to achieve a better result in a recent personal choice situation.

*Assessment items and instructional strategies available.

Obj. *III-11.3-9-05 identify the operating value system in the resolution of a given conflict situation.

Subgoal 11.4 For the individual to acquire skill in stating and implementing a plan of action.

By the end of the third grade, the student will:

Obj. *III-11.4-3-01 choose a plan of action, given a task to complete.

Obj. III-11.4-3-02 complete a given assigned task following his/her own pre-determined plan of action.

By the end of the sixth grade, the student will:

Obj. *III-11.4-6-01 outline a plan for accomplishing a personal goal for the day.

Obj. III-11.4-6-02 accomplish a daily goal following his/her own pre-determined plan of action.

Obj. *III-11.4-6-03 outline a plan for accomplishing a personal goal for the next school year.

Obj. *III-11.4-6-04 identify the factor(s) that may prevent the completion of a given plan of action to accomplish a stated goal.

By the end of the ninth grade, the student will:

Obj. *III-11.4-9-01 outline a plan for accomplishing a personal goal for his/her high school years.

Obj. *III-11.4-9-02 classify as helpful or not each of several steps taken by a person to carry out a plan of action.

Obj. III-11.4-9-03 distinguish between "clearly stated" and "unclear" objectives.

Obj. *III-11.4-9-04 order sequentially the steps a given person could take to achieve a specified goal.

*Assessment items and instructional strategies available.

Goal 12. Identification and evaluation of options in terms of self assessment.

Subgoal 12.1 For the individual to identify and evaluate educational options in terms of self assessment.

By the end of the third grade, the student will:

Obj. *III-12.1-3-01 select preferred methods of learning a skill.

By the end of the sixth grade, the student will:

Obj. *III-12.1-6-01 select preferred educational sources for learning new skills and tell why he/she chose them.

By the end of the ninth grade, the student will:

Obj. *III-12.1-9-01 select appropriate educational options for a described person with given characteristics (e.g., goal, interests, learning style, time available, aptitude, etc.)

Obj. *III-12.1-9-02 evaluate his/her educational options in terms of several of his/her personal characteristics.

Subgoal 12.2 For the individual to identify and evaluate family, occupational, citizen and/or leisure options in terms of self assessment.

By the end of the third grade, the student will:

Obj. *III-12.2-3-01 recognize a preferred leisure activity and assess his/her ability in relation to it.

Obj. *III-12.2-3-02 recognize a leisure activity he/she has tried and assess interest in relation to it.

By the end of the sixth grade, the student will:

Obj. *III-12.2-6-01 list personal characteristics which make him/her a good worker, citizen, friend, athlete, family member, etc.

*Assessment items and instructional strategies available.

Obj. *III-12.2-6-02	list characteristics of a good worker, citizen, friend, athlete, family member, etc. which he/she would like to acquire.
Obj. *III-12.2-6-03	match a list of leisure activities with personal qualities needed for each.

By the end of the ninth grade, the student will:

Obj. *III-12.2-9-01	describe how a given life role option may affect various aspects of a desired total life style.
Obj. *III-12.2-9-02	describe how a personal attribute influences his/her enjoyable participation in a specified leisure time activity.

COMPONENT IV. CAREER PLANNING AND PLACEMENT

Goal 13. Participation in career planning.

Subgoal 13.1 For the individual to identify and state tentative career goals and alternative goals.

By the end of the third grade, the student will:

Obj. *IV-13.1-3-01	list several occupations and indicate his/her interest in each.
Obj. *IV-13.1-3-02	indicate preferences for activities which are compatible with a variety of expressed personal characteristics (e.g., leadership, active/inactive, alone/with a group.)

By the end of the sixth grade, the student will:

Obj. *IV-13.1-6-01	list several occupational areas and indicate their compatibility with some of his/her personal characteristics (e.g., interests).

By the end of the ninth grade, the student will:

*Assessment items and instructional strategies available.

Obj. *IV-13.1-9-01 identify his/her preferences for given occupational characteristics.

Obj. *IV-13.1-9-02 prioritize his/her career preferences within a cluster of related careers.

Subgoal 13.2 For the individual to identify and investigate prerequisites for reaching goals.

By the end of the third grade, the student will:

Obj. *IV-13.2-3-01 give examples of how practice and experience are necessary for success in preferred activities.

By the end of the sixth grade, the student will:

Obj. *IV-13.2-6-01 describe the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

By the end of the ninth grade, the student will:

OBj. *IV-13.2-9-01 describe the training, skills, temperaments, and physical characteristics generally required for his/her preferred occupational area(s).

Subgoal 13.3 For the individual to assess the probability of attaining goals.

By the end of the third grade, the student will:

Obj. *IV-13.3-3-01 list activities he/she would like to learn to do and assess how difficult learning each will be.

By the end of the sixth grade, the student will:

Obj. *IV-13.3-6-01 assess the extent to which he/she currently possesses the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

Obj. *IV-13.3-6-02 list activities he/she would like to learn to do

*Assessment items and instructional strategies available.

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and assess how difficult learning each will be.

By the end of the ninth grade, the student will:

Obj. *IV-13.3-9-01 assess the extent to which he/she currently possesses the training, skills, temperaments, and physical characteristics generally required for his/her preferred occupational area(s).

Subgoal 13.4 For the individual to plan personal programs to reach identified career goals.

By the end of the third grade, the student will:

Obj. *IV-13-4-3-01 initiate exploratory experiences related to his/her interest areas.

By the end of the sixth grade, the student will:

Obj. *IV-13.4-6-01 suggest a tentative plan for trying out activities related to his/her preferred interest areas.

Obj. *IV-13.4-6-02 accurately estimate the approximate length of time required for the attainment of various goals.

By the end of the ninth grade, the student will:

Obj. *IV-13.4-9-01 plan a tentative three-year high school curriculum, given a selected career goal and a list of high school graduation requirements.

Obj. *IV-13.4-9-02 suggest a tentative plan for trying out experiences related to his/her preferred career goals.

Goal 14. Acquisition of knowledge and skills necessary to implement career plans.

Subgoal 14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

*Assessment items and instructional strategies available.

(No third grade objectives)

By the end of the sixth grade, the student will:

Obj. *IV-14.1-6-01 know that school curriculum areas are utilized in several occupations.

Obj. *IV-14.1-6-02 know that skills learned in leisure activities can be utilized in several occupations.

By the end of the ninth grade, the student will:

Obj. *IV-14.1-9-01 have knowledge of the skills and information needed to apply for and enter post-high school education and training options.

Subgoal 14.4 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

(No third grade objectives)

By the end of the sixth grade, the student will:

Obj. *IV-14.2-6-01 identify appropriate job-seeking behavior useful to people his/her age (e.g., for lawn mowing.)

By the end of the ninth grade, the student will:

Obj. *IV-14.2-9-01 demonstrate initial competence on basic job-seeking skills (e.g., application, resume, interview, etc.)

Subgoal 14.3 For the individual to identify and acquire information and skills necessary to reach citizen, leisure and/or family goals.

By the end of the third grade, the student will:

Obj. IV-14.3-3-01 list characteristics/skills needed to participate in a leisure time activity of his/her choosing.

*Assessment items and instructional strategies available.

Obj. IV-14.3-3-02	identify sources of acquiring information needed to accomplish a task.
Obj. IV-14.3-3-03	list steps necessary to complete a given group project.

By the end of the sixth grade, the student will:

Obj. IV-14.3-6-01	identify sources of information and skills that would enhance his/her chances of achieving a goal.
Obj. IV-14.3-6-02	identify a goal of his/her family and list steps necessary to achieve that goal.
Obj. IV-14.3-6-03	identify factors which go into planning a family vacation or class field trip.

By the end of the ninth grade, the student will:

Obj. IV-14.3-9-01	develop a plan to reach a specific goal based on the results of self assessment.
Obj. IV-14.3-9-02	evaluate the credibility of sources of information used to reach a goal.
Obj. IV-14.3-9-03	analyze the reasons a goal was not met (e.g., lack of practice, lack of commitment, poor note taking)
Obj. IV-14.3-9-04	discuss implications of setting priorities in goal planning.

Goal 15. Implementation of educational and/or career plans.

Subgoal 15.1 For the individual to identify and utilize resources necessary in the implementation of his or her career plans.

By the end of the third grade, the student will:

Obj. *IV-15.1-3-01	identify specialized resource people (e.g., librarian) in his/her immediate environment who can help him/her carry out an activity.

By the end of the sixth grade, the student will;

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*Assessment items and instructional strategies available.

Obj. *IV-15.1-6-01 identify specialized resource people in his/her school and community environment who can help him/her implement a plan.

By the end of the ninth grade, the student will:

Obj. *IV-15.1-9-01 identify persons in the school and community qualified to assist him/her in implementation of career plans.

Obj. *IV-15.1-9-02 know about the legal support system which assures equal employment opportunities.

Obj. *IV-15.1-9-03 know about various sources of financial aid to support post-high school education and training.

Subgoal 15.2 For the indiviudal to demonstrate a commitment to and act upon his or her plans.

By the end of the third grade, the student will:

Obj. *IV-15.2-3-01 perform the necessary steps to follow a personally selected activity.

By the end of the sixth grade, the student will:

Obj. *IV-15.2-6-01 perform the necessary steps to follow a personally planned activity.

By the end of the ninth grade, the student will:

Obj. *IV-15.2-9-01 act upon personal plans which will lead to implementation of his/her career goals.

Goal 16. Skill development in monitoring progress on career plans.

Subgoal 16.1 For the individual to identify factors that influence implementation progress.

By the end of the third grade, the student will:

Obj. IV-16.1-3-01 recognize what influences progress toward a goal.

*Assessment items and instructional strategies available.

Obj. IV-16.1-3-02	list rewards he/she has received upon reaching a goal.
Obj. IV-16.1-3-03	identify a goal which requires: a) repetition; b) concentration; c) self-discipline.
Obj. IV-16.1-3-04	specify ways his/her parents have helped him/her achieve a goal.
Obj. IV-16.1-3-05	explain why he/she might give up on a goal.
Obj. IV-16.1-3-06	explain how his/her feelings influence progress toward a goal.

By the end of the sixth grade, the student will:

Obj. IV-16.1-6-01	list short-term goals involved in reaching a specified long-term goal.
Obj. IV-16.1-6-02	identify sources of motivation which would promote goal achievement.
Obj. IV-16.1-6-03	explain how self-confidence influences skill development.
Obj. IV-16.1-6-04	discuss why some people may use dishonest methods to achieve their goals.

By the end of the ninth grade, the student will:

Obj. IV-16.1-9-01	recognize how decisions he/she makes now may influence future goals.
Obj. IV-16.1-9-02	analyze factors that influenced the outcome of a given event.
Obj. IV-16.1-9-03	explain how changes in his/her values have changed his/her priorities.
Obj. IV-16.1-9-04	explain how an experience that he/she has had in the last year changed one of his/her goals.
Obj. IV-16.1-9-05	explain how the achievement of a goal may be affected by factors such as luck, daring, risk-taking, tenacity, etc.

Subgoal 16.2	For the individual to periodically assess progress on his or her career plan.

By the end of the third grade, the student will:

Obj. *IV-16.2-3-02 state personal reactions to exploratory experiences related to his/her interest areas.

By the end of the sixth grade, the student will:

Obj. *IV-16.2-6-01 use personal reactions to experiences for assessing continued plans in interest areas.

By the end of the ninth grade, the student will:

Obj. *IV-16.2-9-01 use information from experiences to assess future plans in his/her preferred career goals.

Obj. *IV-16.2-9-02 identify progress and lack of progress toward a career goal, given case studies with information on high school experiences.

Obj. *IV-16.2-9-03 identify factors which can be considered in assessing progress toward career goals.

Goal 17. Modification of career plans to maintain consistency with changing career goals.

Subgoal 17.1 For the individual to modify or redesign career plans, if evaluation indicates.

By the end of the third grade, the student will:

Obj. *IV-17.1-3-01 select future exploratory activities based on personal reactions to previous experiences.

By the end of the sixth grade, the student will:

Obj. *IV-17.1-6-01 modify plans for future activities in interest areas using his/her assessment of previous experiences.

By the end of the ninth grade, the student will:

Obj. *IV-17.1-9-01 modify plans for future activities related to his/her career goals, using his/her assessment of previous experiences.

Obj. *IV-17.1-9-02 redesign a high school curriculum plan, given case-study information on progress towards a career goal.

*Assessment items and instructional strategies available.

ACKNOWLEDGEMENTS

The Instructional Strategies Volumes based upon the objectives in Michigan's career development assessment are a result of the creative and professional efforts of many Michigan educators. Recognition is given to the following curriculum writers who developed these ideas:

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